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ABSTRACT

Under the stimulus of Federal funding, since 1965 the number of State Departments of Education having Directors of Adult Education has increased from less than 10 to 50; the number of graduate programs has grown from 14 to over 100; and public adult education programs are now offered in over 10,000 local education agencies. The report provides an account of how the U.S. Office of Education's discretionary adult education program for Fiscal Year 1974 attempted to meet such challenges as reaching those adults most educationally disadvantaged; linking these efforts to adult career education; providing strong in-service training programs for educators, trained and oriented to other pursuits; and providing pre-service programs to develop fulltime professionally devoted adult educators. The report is organized in two parts, providing descriptions of adult education special experimental demonstration projects and of teacher training projects, funded under the adult education act. Fiscal summaries of grants awarded are presented. (Author/AJ)

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ADULT EDUCATION

SPECIAL EXPERIMENTAL DEMONSTRATION

AND

TEACHER TRAINING PROJECTS

FISCAL YEAR 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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ADULT EDUCATION

SPECIAL EXPERIMENTAL DEMONSTRATION

AND

TEACHER TRAINING PROJECTS

FISCAL YEAR 1974

FUNDED UNDER THE ADULT EDUCATION ACT, AS AMENDED

P.L. 91-230, SECTION 309(b) AND (c)

DIVISION OF ADULT EDUCATION
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION

OCTOBER 1974

PREFACE

The Adult Education Act of 1966, as amended, authorizes grants to States for programs of adult basic and secondary education. Section 309 of the Act further authorizes the Commissioner of Education to fund special experimental demonstration projects and teacher training.

Under the stimulus of Federal funding, since 1965 the number of State Departments of Education having Directors of Adult Education has increased from less than ten to fifty; the number of four-year institutions of higher education offering graduate programs in adult education has grown from fourteen to over one hundred; and public adult education programs are now offered in over ten thousand local education agencies.

An expanding public adult education system requires the development of new systems, methodologies, materials, and programs if it is to provide effective education for adults. Experimental efforts are needed to improve and extend programs reaching those adults most educationally disadvantaged — those on welfare, those rurally isolated, and all those whose ability to read is below that level required by our culture. At the same time, these efforts must be more effectively linked to adult career education to assure that those educational services provided relate to their economic and life needs.

Approximately eighty percent of those teaching and administering adult education do so on a part-time basis. This means they are professionally trained and oriented to pursuits other than the education of adults, which is further borne out by the fact that as many as eighty percent leave adult education within a three-year period. A strong in-service training program is required to cope with this phenomenon. At the same time, a pre-service capability is needed to develop full-time professionally devoted adult educators.

This report provides an account of how the U.S. Office of Education's discretionary adult education program for Fiscal Year 1974 attempted to meet these challenges.

Paul V. Delker, Director
Division of Adult Education
Bureau of Occupational and
Adult Education
U.S. Office of Education

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PART ONE

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS

DESCRIPTION OF THE PROGRAM

The projects described in Part One of this document are funded under Section 309(b) of the Adult Education Act of 1966, as amended, which supports grants for special experimental demonstration projects which—

(1) involve the use of innovative methods, systems, materials, or programs which may have national significance or be of special value in promoting effective programs in adult education, or

(2) involve programs of adult education, carried out in cooperation with other Federal, federally-assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies.

The major priorities for the awarding of Section 309(b) grants in Fiscal Year 1974 were as follows:

Adult Career Education;
Adult Right to Read Effort;
Improving State-administered adult education services; and
Renewals

The Federal Register announcement of these priorities is included as Appendix A of this document.

Forty-seven grants totaling $6,561,979 were awarded under this authority in Fiscal Year 1974. These included 16 new awards totaling $1,662,389 and 31 grant renewals and amendments totaling $4,899,590.

More detailed information about these projects may be obtained by contacting the individual Project Directors.

ADULT EDUCATION SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS
FISCAL YEAR 1974

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PROPOSAL NUMBER	GRANTEE	STATE	YEAR	PRIORITY	GRANT GRANT NO.	AWARD AMOUNT	DESCRIPTION PAGE REF.	PROJECT OFFICER
GRAND TOTALS - ALL REGIONS						$6,561,979		
REGION I								
V0079VA	Cambridge School Department	Mass.	1	Imp. St. Adm.	OEG-0-74-1761	50,000	S-29	Marshall
V0036VA	Project Second Start	N.H.	1	Career	OEG-0-74-2024	170,000	S-31	Marshall
V0073VA	Providence Public Schools MC	R.I.	3	Parent Ed.	OEG-0-74-9225	115,469	S-45	Marshall
REGION II								
V0046VA	Paterson Board of Education MC	N.J.	3	Career	OEG-2-73-AB01	77,000	S-32	Marshall
V0044VA	Rutgers University	N.J.	2	Adult Sec. Ed.	OEG-0-73-5220	294,609	S-33	Reiser
V0028VA	Nat'l Council of Negro Women	N.Y.	2	Career	OEG-0-73-5229	111,409	S-34	Reiser
V0061VA	New York City Board of Education	N.Y.	1	Career	OEG-0-74-2023	125,000	S-35	Marshall
V0093VA	School District of Niagara Falls	N.Y.	1	Right to Read	OEG-0-74-1763	75,000	S-36	Butler
V0055VA	Syracuse Univ. Research Corp.	N.Y.	3	Exemplary	OEG-0-73-5232	425,000	S-37	Re
V0113VA	Teachers College, Columbia Univ.	N.Y.	2	Adopt. & Dif.	OEG-0-73-5224	80,028	S-38	Clark
V224073	Teachers College, Columbia Univ.	N.Y.	4	Life Skills	OEG-0-71-4383	87,000	S-39	Clark
V0084VA	World Education, Inc.	N.Y.	2	Exemplary	OEG-0-73-5210	239,263	S-40	Sullivan
REGION III								
V0011VA	Wilmington Public Schools MC	Dela.	3	Exemplary	OEG-3-72-0073	115,000	S-18	Marshall
V0114VA	Adult Ed. Assn. of the USA	D.C.	2	Exemplary	OEG-0-73-5227	59,146	S-19	Grimes
V0054VA	B'nai B'rith Career & Couns. Ser.	D.C.	2	Career	OEG-0-73-6372	74,870	S-20	Reiser
V0100VA	Nat'l Council of Negro Women	D.C.	2	Parent Ed.	OEG-0-73-5226	145,669	S-21	Chandler
V0024VA	U.S. Dept. of Interior, MESA	D.C.	2	Indian Ed.	IAD-0-73-036	151,824	S-22	Clark
V0074VA	Washington School of Psychiatry	D.C.	1	Career	OEG-0-74-1759	102,462	S-23	Osborne
V0021VV	Opportunities Indus. Ctrs.	Pa.	2	Exemplary	OEC-0-74-1486	200,000	S-43	Marshall
V0064VA	Temple University MC	Pa.	3	Exemplary	OEG-3-72-0076	175,000	S-44	Clark
V0077VA	Human Resources Research Org.	Va.	2	Exemplary	OEG-0-73-5221	213,343	S-50	Sullivan
REGION IV								
V0091VA	Alabama State Dept. of Education	Ala.	1	Right to Read	OEG-0-74-1762	75,000	S-5	Reiser
V0003VA	Huntsville City Board of Ed. MC	Ala.	3	Career	OEG-4-73-7105	98,555	S-6	Marshall
V0057VA	Top of Alabama Reg. Coun. of Govts.	Ala.	2	Adult Sec. Ed.	OEG-0-73-5214	140,008	S-7	Reiser
V0017VA	Tuskegee Institute	Ala.	4	Exemplary	OEG-0-71-4413	280,000	S-8	Reiser
V0007VA	Morehead State University	Ky.	2	Adult Sec. Ed.	OEG-0-73-5212	195,725	S-27	[illegible]
V0111VA	Mississippi Band of Choctaw Indians	Miss.	3	Indian Ed.	OEG-0-72-1435	120,207	S-30	Clark

ADULT EDUCATION SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS
FISCAL YEAR 1974 (continued)

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PROPOSAL NUMBER	GRANTEE	STATE	YEAR	PRIORITY	GRANT AWARD		DESCRIPTION PAGE REF.	PROJECT OFFICER
					GRANT NO.	AMOUNT		
REGION V								
V0075VA	Mid-West Council of LaRaza	Ind.	3	Exemplary	OEG-0-73-0072	150,000	S-25	Hugi
V0023VA	Ohio State University	Ohio	1	Career - Study	OEG-0-74-1812	150,529	S-41	Jones
V0062VA	Univ. of Wisconsin - Milwaukee	Wisc.	1	Right to Read	OEG-0-74-1816	55,702	S-51	Parker
REGION VI								
V0097VA	Univ. of Arkansas - Fayetteville	Ark.	1	Right to Read	OEG-0-74-1765	100,000	S-12	Hugi
V0016VA	Louisiana State Dept. of Ed.	La.	1	Career	OEG-0-74-1811	117,058	S-28	Parker
V0031VA	Education Service Ctr. - Reg. II	Tex.	1	Career	OEG-0-74-1813	70,000	S-46	Sullivan
V0097VA	McLennan Community College	Tex.	1	Imp. St. Adm.	OEG-0-74-1764	66,335	S-47	Sullivan
V0004VA	Univ. of Texas - at Austin (APL)	Tex.	3	Exemplary	OEG-0-73-1195	429,650	S-48	Reiser
REGION VII								
V0038VA	Des Moines Area Cmty. College MC	Iowa	3	Parent Ed.	OEG-7-72-0066	150,000	S-26	Hugi
REGION VIII								
V0063VA	Colorado State University	Colo.	1	Imp. St. Adm.	OEG-0-74-1817	70,159	S-17	Sullivan
V0034VA	Granite School District	Utah	2	Parent Ed.	OEG-0-73-5213	200,000	S-49	Clark
REGION IX								
V0030VA	Gila River Indian Community MC	Ariz.	3	Indian Ed.	OEG-9-73-0093	75,000	S-10	Clark
V0069VA	Pima County A.B.E. Division MC	Ariz.	3	Parent Ed.	OEG-9-73-0092	75,000	S-11	Clark
V0030VB	Far West Lab. for Educ'l Res. & Dev.	Calif.	1	Imp. St. Adm.	OEG-0-74-3222	73,465	S-13	Parker
R0054FP	Learning Achievement Corp. (TV)	Calif.	1	Right to Read	OEC-0-74-9214	260,495	S-14	Clark
V0047VA	Montal Educational Associates	Calif.	2	Parent Ed.	OEG-0-73-5223	107,648	S-15	Little
V0037VA	Ya-Ka-Ama Indian Ed. & Dev.	Calif.	2	Indian Ed.	OEG-0-73-5231	89,966	S-16	Clark
V0013VB	U. of Hawaii, Honolulu Cmty. Col., Kalihi-Palama Ed. Center MC	Haw.	3	Parent Ed.	OEG-9-73-0091	76,951	S-24	Parker
REGION X								
V0066VA	U. of Alaska, Anchorage Cmty. Col.	Alas.	1	Imp. St. Adm.	OEG-0-74-1818	101,184	S-9	Hugi
V0008VA	Northwest Regional Educational Lab.	Oreg.	2	Career	OEG-0-73-5225	146,250	S-42	Reiser

SUMMARY: 47 awards to 46 agencies.

9 to local educational agencies	$ 956,024
2 to State departments of education	192,058
15 to institutions of higher education	2,315,334
21 to other non-profit agencies	3,098,563

16 New Awards totaling $1,662,389
31 Continuations totaling $4,899,590

ALABAMA

GRANTEE: Alabama State Department of Education
Instruction — Right to Read — ABE
Montgomery, Alabama 36104

Phone: (205) 269-6548

PROJECT DIRECTOR: Ms. Bobbie L. Walden

TITLE OF PROJECT: "Coordinating Right to Read with Adult Basic Education"

GRANT NO. OEG-0-74-1762 AMOUNT OF AWARD: $75,000

PRIORITY UNDER WHICH FUNDED: Right to Read

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The Right to Read Adult Basic Education project is geared to recruiting and teaching the illiterate hard-core disadvantaged young adult through home-based personalized instruction. Career education will be given special emphasis. Identification and recruitment of the non-reading young adult will be given first priority.

The project will work in close cooperation with the seven school systems in Alabama that are participating in the Right-to-Read staff development project and the ABE program. Recruitment and instruction will be done by 2 full-time area supervisors, 20 part-time paraprofessionals, and a minimum of 40 volunteers.

The project objectives are: (1) to provide coordination between ABE and Right to Read by involving seven Right-to-Read demonstration projects in ABE and by providing a two-week institute in ABE with local and State personnel and Right-to Read coordinators; and (2) to develop and disseminate nationally the booklets, "How to Successfully Recruit the Young, Level I Adult Male" and "How to Retain Adult Learners."

The results or benefits expected are (1) an innovative regional approach to ABE; (2) a combining of the techniques, procedures, and methods utilized in the Right-to-Read and ABE programs; (3) demonstration of the usefulness of volunteers and paraprofessionals in teaching the young Level I adult; (4) an effective and economical way of recruiting and retaining the young Level I adult learner; (5) the involvement of statewide and community agencies in the project; (6) seven trained part-time ABE local supervisors; (7) three trained full-time ABE supervisors; (8) one hundred Level I learners recruited into the regular ABE program; (9) one hundred Level I learners in home-based study who cannot enroll in the regular program; and (10) two booklets developed and disseminated nationally.

ALABAMA (continued)

GRANTEE: Huntsville City Board of Education
Adult Education
P. O. Box 128
Huntsville, Alabama 35804

Phone: (205) 536-5328

PROJECT DIRECTOR: Mr. James H. Mason, Jr.

TITLE OF PROJECT: "A Career Decision-making Model Utilizing Adult Basic Education and Career Counseling for the Under/Unemployed Adult"

GRANT NO. OEG-4-73-7105 AMOUNT OF AWARD: $98,555

PRIORITY UNDER WHICH FUNDED: Renewal (Model Cities)—Adult Career Education

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

This project will refine a career decision-making model for use by part-time ABE teachers with their ABE students. Part-time ABE teachers comprise the bulk of the available instructional manpower in Adult Basic Education.

The refining of the model will involve the participation of approximately 500 disadvantaged adults. Of that number it is anticipated that 150 will be placed in career training programs. Another 100 participants are expected to be placed in new or better jobs. Many of these people will also participate in the 16 career and ABE classes to be offered. Concomitant with these activities will be the development and dissemination of a career decision-making guide.

ALABAMA (continued)

GRANTEE: Top of Alabama Regional Council of Governments
Human Resources Program
2603 Leeman Ferry Road, S.W.
Huntsville, Alabama 35801

Phone: (205) 533-5955

PROJECT DIRECTOR: Dr. Kyo R. Jhin

TITLE OF PROJECT: "Top of Alabama Regional Adult Secondary Education Model"

GRANT NO. OEG-0-73-5214 AMOUNT OF AWARD: $140,008

PRIORITY UNDER WHICH FUNDED: Renewal—Adult Secondary Education

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

There are three components of this Adult Secondary Education project: educational television, learning centers, and home tutors. For the television component, the Alabama Public Television Network is telecasting on a statewide basis the series "Your Future is Now." The series consists of 60 one-half hour color television programs specifically designed for GED preparation. Viewers may watch the programs in the privacy of their own homes. A home study guide for the "Your Future Is Now" series is also used in the project.

The second component of the project is the learning center. A learning center has been established in each of the five northern Alabama rural counties in areas designated by the city and county superintendents of education. Each center is staffed by a center director and a home tutor and is equipped as a mini-lab with audio-visual equipment and materials, books, and other necessary materials for individual and/or group instruction. The centers are open all day five days a week and for three hours on Tuesday and Thursday evenings. The centers are also available to other adult education classes that might have need of the materials and/or equipment.

A third component of the program is the home tutor. The home tutor makes weekly visits to the adult learners' homes to provide individual instruction. The materials available to center participants are also available to the homebound learners. The tutor is also available to assist adult learners at the center.

Adult learners may utilize all three components or any combination of them.

ALABAMA (continued)

GRANTEE: Tuskegee Institute
Human Resources Development Center
Old Montgomery Highway
Tuskegee Institute, Alabama 36088

Phone: (205) 727-8418

PROJECT DIRECTOR: Dr. Theodore J. Pinnock

TITLE OF PROJECT: "Mid-Alabama Adult and Vocational Education Demonstration and Training Center"

GRANT NO. OEG-0-71-4413 AMOUNT OF AWARD: $280,000

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Fourth GRANT PERIOD: 6/30/71 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

During the final year of operation the project will continue to provide basic education in those county locations which have not been a part of the regular State Adult Basic Education program and to develop teaching materials which are pertinent for the survival of ABE participants in the black belt area.

It is anticipated that enrollment will increase considerably due to funds which have been provided for transportation of ABE students.

With the success of the recruitment effort last project year it is anticipated that the State program in the fourteen-county area will experience an increase in enrollment.

The project will continue to provide training in adult education at the Master's level. The University will support the Master's program totally beginning in the fall of 1975.

ALASKA

GRANTEE: University of Alaska
Anchorage Community College
2533 Providence Avenue
Anchorage, Alaska 99504

Phone: (907) 279-6622 Ext. 133 -- office
(907) 333-2142 -- home

PROJECT DIRECTOR: Mr. James Z. Irany

TITLE OF PROJECT: "Alaska Adult Literacy Laboratory (ALL)"

GRANT NO. OEG-0-74-1818 AMOUNT OF AWARD: $101,184

PRIORITY UNDER WHICH FUNDED: Improving State-administered Adult Education Services

YEAR OF FUNDING: Third* GRANT PERIOD: 7/1/74 to 6/30/75

*Awards for first two years were made to Alaska State Department of Education and sub-contracted to the University.

BRIEF DESCRIPTION OF PROJECT:

The Adult Literacy Laboratory (ALL) was originally funded in Fiscal Year 1971 with Federal funding channeled through the Alaska State Department of Education. The basic program consists of reading books, workbooks, unipacs, and other "paper and pencil" materials which can be used as the teacher wishes without the necessity of special equipment, or even of electricity. (Many of the village students feel much more at ease working by lamplight around a kitchen table than sitting at a well-lit desk in an unfamiliar school room.) Included at all levels of the program are simple instructions for the teachers to help them in the organization and presentation of the work.

At the present time ALL materials are being used in approximately 40 villages, as well as for ABE teacher training at the Seward Skill Center and at all VISTA and State ABE teacher training workshops. In addition, State-operated schools, the Alaska Federation of Natives, various rural CAP programs, and regional corporations have requested permission to use some ALL lessons, primarily those dealing with Land Claims and Municipal Government.

As a direct result of this project, there will be a completed basic literacy and computational program through the 6th grade level which has been designed specifically for adults in Alaskan villages. This program can then serve as the basis for future development of adult basic education materials for rural Alaska by the State of Alaska ABE program, or by the individual regional Native corporations who are taking an increased interest in adult education since the passage of the Land Claims Act.

ARIZONA

GRANTEE: Gila River Indian Community
Education Department
P. O. Box 97
Sacaton, Arizona 85247

Phone: (602) 562-3349

PROJECT DIRECTOR: Ms. Joycelyn Leonard

TITLE OF PROJECT: "Gila River Indian Community A.B.E. Experimental Demonstration Project"

GRANT NO. OEG-9-73-0093 AMOUNT OF AWARD: $75,000

PRIORITY UNDER WHICH FUNDED: Renewal—Indian Education

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The major effort of this final project year activity will be the transition into the regular Tribal Department of Education and the provision for continuation of adult education activities following the cessation of special 309(b) funding.

Coordination will be established with a new Title IV Indian Education grant to maximize the impact and to avoid duplication or commingling of funds. The new grant will be able to build on the trained staff, linkages, and previous credibility established by this Model Cities related project.

ARIZONA (continued)

GRANTEE: Pima County A.B.E. Division
131 West Congress
Tucson, Arizona 85701

Phone: (602) 792-8695

PROJECT DIRECTOR: Mr. Edward L. Lindsey

TITLE OF PROJECT: "Special Experimental Adult Education Project"

GRANT NO. OEG-9-73-0092 AMOUNT OF AWARD: $75,00

PRIORITY UNDER WHICH FUNDED: Renewal—Educationally Disadvantaged Parents

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/

BRIEF DESCRIPTION OF PROJECT:

Increased interaction has been established between the demonstration proj and the regular ABE County program. This will contribute greatly to the adoption or adaptation of the project's efforts and accomplishments.

The project reaches home-bound non-English-speaking adults, most of whom are below fifth grade equivalency in their own language. A system of linkage and coordination has been established with child-serving programs associated with the schools attended by their children.

Skills and knowledge necessary for parent participation are developed through these home visits, and efforts are made to prepare these home-bound parents to make the transition to attending the regular ABE County program.

The Mayor's office considers this a vital program and plans to support it.

ARKANSAS

GRANTEE: University of Arkansas
Division of Continuing Education
346 West Avenue
Fayetteville, Arkansas 72701

Phone: (501) 575-3604

PROJECT DIRECTOR: Mr. Clinton R. Hampton

TITLE OF PROJECT: "Demonstration Program in Individualized Adult Education in Rural Areas"

GRANT NO. OEG-0-74-1765 AMOUNT OF AWARD: $100,000

PRIORITY UNDER WHICH FUNDED: Right to Read

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The program will have the following goals:

1. The recruitment and retention of rural male adults who are operating at less than a fourth grade educational level. Emphasis will be on the underemployed, unemployed, welfare recipients, and heads of families.

2. The development of a targeted replicable curriculum for this group which can gain and maintain interest.

3. The curriculum will emphasize a high interest level in reading, with elements of social living and computational skills.

The first step will include the identification of rural underachievers, predominantly male, in five selected communities. These will include welfare recipients as well as those on marginal incomes, underemployed, or unemployed who are not receiving welfare.

A curriculum based on learning packets reflecting the experience and interests of the participants will be developed and field tested.

By the end of the project a complete set of learning packages directed at adults will have been created. These, having been field tested, should provide a basis for all adult education programs within the State and region and could have national application in rural areas.

CALIFORNIA

GRANTEE: Far West Laboratory for Educational
Research and Development
Adult Education - III
1855 Folsom Street
San Francisco, California 94103

Phone: (415) 565-3103

PROJECT DIRECTOR: Dr. Betty H. Tuck

TITLE OF PROJECT: "Improving State-administered Adult Education Services in the Trust Territory of the Pacific Islands"

GRANT NO. OEG-0-74-3222 AMOUNT OF AWARD: $73,465

PRIORITY UNDER WHICH FUNDED: Improving State-administered Adult Education Services

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The overall goals of this project are to:

1. Provide a model for development of adult education curricula in reading, political science, English, cultural awareness, and bi-lingual education;

2. Disseminate to adult education students information on the question of future political status;

3. Provide understanding of local government structure and customs among adult education students;

4. Write and research materials on cross-cultural understanding between the islands;

5. Conduct training workshops for adult education personnel on the use of political status information in building ABE programs; and

6. Develop new channels and strategies for delivering and disseminating adult education materials and programs into areas where they have not previously existed.

CALIFORNIA (continued)

GRANTEE: Montal Educational Associates
Learning Center Project
601 South Brand Blvd., Suite 108
San Fernando, California 91340

Phone: (203) 361-6264

PROJECT DIRECTOR: Ms. Sharon Van Cleve

TITLE OF PROJECT: "Model Educational Program for Spanish-Speaking Parents of Children Enrolled in Head Start Classes"

GRANT NO. OEG-0-73-5223 AMOUNT OF AWARD: $107,648

PRIORITY UNDER WHICH FUNDED: Renewal—Educationally Disadvantaged Parents

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The Learning Center Project proposes to modify and expand its model education program for Spanish-speaking parents of children enrolled in Head Start classes. The project will operate a learning center with a bilingual curriculum offering family living skills. Two mobile instructional teams specializing in parenting and family living skills will serve parents at selected Head Start sites on a rotating basis. The cooperative relationship between the Learning Center Project and the Head Start Program will be strengthened through joint development of the "parenting skills" curriculum materials, joint participation in staff development activities, and use of Head Start classes as a practicum for "parenting skills" participants.

Other activities will include the development of video-based learning experiences to supplement the existing staff development curriculum, and the expansion and further testing of bilingual family living skills materials.

CALIFORNIA (continued)

GRANTEE: Ya-Ka-Ama Indian Education and Development, Inc.
P. O. Box 11339
Santa Rosa, California 95406

Phone: (707) 887-2939

PROJECT DIRECTOR: Mr. George Rebischung

TITLE OF PROJECT: "American Indian Adult Basic Education and Employability Training"

GRANT NO. OEG-0-73-5231 AMOUNT OF AWARD: $89,966

PRIORITY UNDER WHICH FUNDED: Renewal—Indian Education

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

Community respect for the Drop-in Center has been established, as well as effective linkages and referrals from the Inter-tribal Council, Santa Rosa City Schools and Junior College, WIN, Employment Development, and Social Service Departments. Five Native American stories have been printed and distributed to develop reading skills and to stimulate interest in the program. Twelve others will be developed during the current fiscal year.

The Adult Basic Education program is linked with skills training projects and also with the high school equivalency program funded under the Indian Education Act. This second year of funding will permit further institutionalizing of the program in the area and in cooperation with local institutions.

COLORADO

GRANTEE: Colorado State University
Human Factors Research Laboratory
Fort Collins, Colorado 80521

Phone: (303) 491-6355

PROJECT DIRECTOR: Dr. Douglas D. Sjogren

TITLE OF PROJECT: "Cataloging Adult Education Programs in Region VIII and In-depth Study of Selected Exemplary Programs"

GRANT NO. OEG-0-74-1817 AMOUNT OF AWARD: $70,159

PRIORITY UNDER WHICH FUNDED: Improving State-administered Adult Education Services

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 12/31/75

BRIEF DESCRIPTION OF PROJECT:

A comprehensive annotated catalog of all adult education programs in Region VIII will be developed. This catalog will be useful for program planning and staff training activities at the local, State, and regional levels. In addition, a system for keeping the catalog current will be established.

An in-depth study of three programs in each of the following categories will be conducted:

(1) Successful cooperative industry and State-administered adult education programs;

(2) Industry-sponsored adult basic education programs; and

(3) Labor-sponsored adult basic education programs.

Identification, description, analysis, and dissemination of information about these programs will provide tested ideas and models for other programs to consider. The information will be of special use to Region VIII, but should be useful more generally and especially to regions with economic, political, and social characteristics similar to those of Region VIII.

DELAWARE

GRANTEE: Wilmington Public Schools
1400 Washington Street
Wilmington, Delaware 19899

Phone: (302) 654-2414

PROJECT DIRECTOR: Ms. Maria V. Jones

TITLE OF PROJECT: "Project Open-Out"

GRANT NO. OEG-3-72-0073 AMOUNT OF AWARD: $115,000

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Third GRANT PERIOD: 6/28/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

This is a demonstration of the effectiveness of using urban educators (para-professionals) indigenous to the population to be served to recruit adults who have thus far resisted efforts to enroll them in adult education classes. Instruction will take place in their homes, or in some mutually-acceptable community site.

The unique features of this project are (1) the use of specially trained ABE teachers as back-ups and resource persons to the urban educators, (2) the diversity of the population being served, (3) the extensive pre-service and in-service training that the urban educators and the ABE instructors receive, and (4) the comprehensiveness of the instruction received by the participants.

A document detailing the operation of the project and its accomplishments will be prepared by the grantee.

DISTRICT OF COLUMBIA

GRANTEE: Adult Education Association of the U.S.A.
810 Eighteenth Street, N.W.
Washington, D.C. 20006

Phone: (202) 347-9574

PROJECT DIRECTOR: Mr. Charles Wood

TITLE OF PROJECT: "Proposal for an International Conference on Adult Education"

GRANT NO. OEG-0-73-5227 AMOUNT OF AWARD: $59,146

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 2/28/75

BRIEF DESCRIPTION OF PROJECT:

A constant and critical question of how educators can foster attitude and behavior change among undereducated adults, in order to facilitate national development at the grass roots level, will be addressed at the multi-national conference on basic and functional education for adults. This invitational conference will be held in January 1975 in the Washington, D.C., area. About 150 professional administrators, researchers, and practitioners in the field of adult education from the United States and abroad will actively participate.

Seven programs from abroad and seven from the United States, designed for adults with less than a high school education, are being selected for review and discussion at the conference. Each of the programs to be presented at the conference has demonstrated an innovative method of dealing with one of the following six program areas: needs assessment of the learners; instruction; training; community support; program coordination; and program analysis and evaluation. The purpose of the conference is to enable participants to become familiar with these innovative practices and to explore ways in which the practices might be adapted for use in their own adult education programs.

DISTRICT OF COLUMBIA (continued)

GRANTEE: B'nai B'rith
Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Phone: (202) 393-5284 Ext. 250

PROJECT DIRECTOR: Ms. Fae E. Hoffman

TITLE OF PROJECT: "Adult Career Education Resources Survey"

GRANT NO. OEG-0-73-6372 AMOUNT OF AWARD: $74,870

PRIORITY UNDER WHICH FUNDED: Renewal—Adult Career Education

YEAR OF FUNDING: Second GRANT PERIOD: 6/30/73 to 6/29/75

BRIEF DESCRIPTION OF PROJECT:

This project is surveying career resources appropriate and useful for adults. Career materials and information, both printed and audio-visual (from associations, industries, special projects, government, commercial sources, etc.), are being retrieved, cataloged, reviewed, and abstracted for publication. Specific attention is being focused on materials relevant to women and minorities. In addition, renewed emphasis is being placed on lower reading levels of printed materials for specific relevance to Adult Basic Education students. Increased attention will be placed on audio-visual materials. Publication of Resources (Recommendations for Adult Career Resources) is expected in summer, 1975.

Adult student career development activities (Explorations, Part I - Guidelines for Career Development in Adult Education) developed during the first year of funding will be field-tested on a nationally representative, statistically significant sample population. These activities, useful to instructors and administrators of adult education programs, are designed to implement career development activities into already existing adult education curricula. The revised field-tested career development activities should be available in the summer of 1975.

Both tools may assist adult education teachers and administrators in the development and implementation of career education programs for their students.

DISTRICT OF COLUMBIA (continued)

GRANTEE: National Council of Negro Women, Inc.
1346 Connecticut Avenue, N.W., Suite 832
Washington, D.C. 20036

Phone: (202) 223-2363

PROJECT DIRECTOR: Dr. Edmonia W. Davidson

TITLE OF PROJECT: "Operation COPE: A Family Learning Center"

GRANT NO. OEG-0-73-5226 AMOUNT OF AWARD: $145,669

PRIORITY UNDER WHICH FUNDED: Renewal—Educationally Disadvantaged Parents

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

Operation COPE has as its overall goal the development of a model Family Learning Center designed to serve educationally disadvantaged solo female parents. The model is conceptualized as a comprehensive adult education multi-service resource which can be replicated in other communities. Several components of the model that are being developed are:

(1) Procedures for reaching a representative group of parents and involving them in the planning and operation of the project;

(2) Curricula which incorporate family-related coping skills with basic communication and computation skills;

(3) A method of in-service training for professionals and paraprofessionals to enable them to work effectively in the Family Learning Center approach;

(4) Procedures for human resource development, drawing on the membership of the National Council of Negro Women for recruitment of volunteers to serve in the project and provide training and support activities;

(5) Establishment of a facility to serve as a Center for the various activities.

The scope of Operation COPE is comprehensive, addressing the needs of the project participants from an andragogical perspective. This is reflected in learning settings that facilitate acquiring information for problem solving, counseling, and support in making decisions on life-related problems; in their participation in formulating curricula; and in the supportive services from volunteers that are varied and creative in responding to the particular needs of the participants.

DISTRICT OF COLUMBIA (continued)

GRANTEE: U.S. Department of Interior
Bureau of Mines, MESA
Washington, D.C. 20240

Phone: (703) 557-1990 -- Virginia Office
(212) 371-2211 -- New York Office

PROJECT DIRECTOR: Mr. James P. McGoye

TITLE OF PROJECT: Mining-Related Adult Basic Education Program for the Papago Indians of Arizona

GRANT NO. IAD-0-73-036 AMOUNT OF AWARD: $151,824

PRIORITY UNDER WHICH FUNDED: Renewal—Indian Education

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

Consent from each of the fifteen villages served by this project was democratically achieved, though not hastily. Papago instructors have been recruited and trained for Adult Basic Education sessions in each village to reach 600 Papago participants.

A research design can now be developed and tested to determine what makes for a successful native instructor: background; position; recruitment processes; and type of pre-service and in-service training received.

Confidence has been established in the manpower skill training developed in the Papago Mining Institute. The extension of Adult Basic Education into the villages is an important catalyst for an environmentally-separated people.

DISTRICT OF COLUMBIA (continued)

GRANTEE: Washington School of Psychiatry
1610 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Phone: (202) 667-3008

PROJECT DIRECTOR: Mrs. Elaine C. Melmed

TITLE OF PROJECT: "Adult Education Support Services for Staff and Residents of Correctional and Rehabilitative Residential Settings"

GRANT NO. OEG-0-74-1759 AMOUNT OF AWARD: $102,462

PRIORITY UNDER WHICH FUNDED: Adult Career Education

YEAR OF FUNDING: First GRANT PERIOD: 6/1/74 to 5/31/75

BRIEF DESCRIPTION OF PROJECT:

This is an effort to improve and change delivery of adult education services to a critical target population with critical adult learning needs. These people are the young men and women residents of halfway houses and community correction centers in the Washington, D.C., metropolitan area, whose literacy deficits range from about the fourth grade competency to just below the high school equivalency.

The project will demonstrate that by providing residential halfway house staff with the educational and interpersonal skills requisite to support effectively the adult learning activities of the halfway house population, significant measurable improvements in literacy, job finding, and career developments among these adults will result, with a reduction in recidivism, increased income, and increased career opportunities.

Approximately 100 employees of halfway houses will receive in-service training through this project; and they, in turn, will provide adult learning activities and counseling to approximately 500 residents of halfway houses. An increased number of residents will receive such training in future years.

Video tape materials, developed written materials, and specific learning designs which can be replicated in similar settings in other parts of the country are among the long-term benefits of this project.

HAWAII

GRANTEE: University of Hawaii
Honolulu Community College
Kalihi-Palama Education Center
874 Dillingham Boulevard
Honolulu, Hawaii 96817

Phone: (808) 847-2161

PROJECT DIRECTOR: Dr. Dorothy B. Douthit

TITLE OF PROJECT: "Samoan Demonstration Project"

GRANT NO. OEG-9-73-0091 AMOUNT OF AWARD: $76,951

PRIORITY UNDER WHICH FUNDED: Renewal—Educationally Disadvantaged Parents

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

This project plans to:

(1) Teach basic education to 75 unemployed and underemployed adults from Samoa;

(2) Demonstrate curriculum development in peer instruction;

(3) Reach the total family unit by coordinating this program with other social services; and

(4) Disseminate methodologies and materials with other areas of the United States having large Samoan populations.

INDIANA

GRANTEE: Mid-West Council of La Raza
Institute for Urban Studies
University of Notre Dame
P. O. Box 606
Notre Dame, Indiana 46556

Phone: (219) 283-3424 — Notre Dame
(312) 978-4828 — Chicago

PROJECT DIRECTOR: Ms. Olga Villa

TITLE OF PROJECT: "Project Venceremos"

GRANT NO. OEG-0-73-0072 AMOUNT OF AWARD: $150,000

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The instructional objective of Project Venceremos is to teach functional daily conversational English as a second language to the Spanish-speaking adult in the greater Chicago area. The project also provides the adult who already has some knowledge of English with an opportunity to improve his oral, aural, reading, and writing skills, thus increasing the number of options open to him in terms of continuing his education, improving his job, and providing a relevant educational environment in his home.

The prime target groups are three classes of adults. The largest group, or 71.4%, is composed of Spanish-speaking people who are presently employed, but most often at unskilled, dead-end jobs. Improvement in communication skills in English will not only make promotion possible for these students but will also open the door to other kinds of employment that offer more security and chances for advancement.

The 9.4% composing the second group are unemployed. Improved communication skills, coupled with a sense of accomplishment, will make the search for employment or training more successful.

The third group, composed of 19.2%, is the housebound mother. Often women are trapped in their homes tending to children with no opportunity for further education.

Emphasis is placed on the basic steps of the linguistic system—phonology, lexical items, and grammatical patterns—with all exercises designed to increase facility in verbal expression. The methodology is an intensive audio-lingual-visual approach based on a contemporary system which utilizes modern language instructional equipment such as tape recorders, slide and filmstrip projectors, posters, flashcards, films, and designated modern class materials which have proved successful in adult basic education.

Linkages have been established with the Chicago City Colleges and with other Spanish-serving projects in the Chicago area.

IOWA

GRANTEE: Des Moines Area Community College
2006 Ankeny Boulevard
Ankeny, Iowa 50021

Phone: (515) 964-0651 Ext. 204

PROJECT DIRECTOR: Mr. Nick Bellizzi

COORDINATOR: Mr. Martin Miller, Des Moines Public Schools
Phone: (515) 284-7911

TITLE OF PROJECT: "The Des Moines Family Learning Project"

GRANT NO. OEG-7-72-0066 AMOUNT OF AWARD: $150,000

PRIORITY UNDER WHICH FUNDED: Renewal—Educationally Disadvantaged Parents

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The Des Moines Family Learning Project is a demonstration program in family education. Because it involves both parents and children in a unique educational process, it has broad ramifications to both adult and elementary education. It offers to the adult educator an innovative answer to problems of recruitment and retention, and to the elementary educator, an effective means of involving parents in the education of their children.

The cornerstone of the project is the belief that throughout the child's life a parent naturally serves as a model for his child to emulate. Children, prior to their school experience, learn, to a great degree, their behavior from their parents. The intent of this project is to extend that parental "model" so that children can learn some important reading skills in the home. Parents who come to the centers become acquainted not only with materials, but also with methods to use in the home to help their children learn to read. In this sense, these parents are "teachers, too." The program, then, capitalizes on the fact that most parents are concerned about the growth of their children in school, but may not be aware of "how" to promote that growth.

It is anticipated that as a result of their involvement with this program, participating adults will (1) attend more often and be retained for a longer period of time than those adults in traditional programs, (2) feel more competent in their ability to effectively assist their children in developing reading skills, (3) be able to read and comprehend at a significantly higher level than when entering the program, (4) be able to more effectively cope with inter-personal family problems, (5) actively participate in school activities, (6) be able to more effectively identify their own family needs and deal with those social agencies established to meet those needs, and (7) be more capable of coping with problems arising from nutritional, financial, health, and consumer deficiencies. Participating children of undereducated parents will (1) be more successful in basic skill achievement in school, (2) demonstrate a more positive attitude toward school by improving their attendance, and (3) develop a more positive self-concept in regard to other non-school-oriented areas.

The basic recruitment message of the Family Learning Project is that parents can learn while helping their children learn.

KENTUCKY

GRANTEE: Morehead State University
Appalachian Adult Education Center
Bureau of Research and Development
U.P.O. Box 1353
Morehead, Kentucky 40351

Phone: (606) 784-9229

PROJECT DIRECTOR: Mr. George W. Eyster

TITLE OF PROJECT: "Community Education: Comparative GED Strategies"

GRANT NO. OEG-0-73-5212 AMOUNT OF AWARD: $195,725

PRIORITY UNDER WHICH FUNDED: Renewal—Adult Secondary Education

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

Morehead State University, during this fiscal year, proposes (1) to effect significant improvement in the efficiency and quality of education throughout the nation as a result of demonstration projects generated through interagency cooperation, with special emphasis upon eastern Kentucky and portions of Appalachia; (2) to test methods of GED preparation in rural and urban sites; (3) to develop and expand two rural and two urban schools, i.e. community schools, with home study components which are to be units of the GED study and demonstration projects; and (4) to continue technical assistance to local, State, and national adult education and interagency programs.

Delivery systems for the preparation for the high school equivalency examination were completed last fiscal year. This year comparisons will be made among three major categories: ETV alone; ETV plus supplemental personal contact support programs; and personal contact support programs alone.

Support systems to be compared include personal instruction provided in the classrooms in learning centers, in the home with the aid of paraprofessionals and volunteers, in public libraries, and by telephone.

The results of the research studies will be available by September 30, 1975.

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LOUISIANA

GRANTEE: Louisiana State Department of Education
Adult Education Bureau
P. O. Box 44064
Baton Rouge, Louisiana 70804

Phone: (318) 232-2026

PROJECT DIRECTOR: Mr. Robert Arceneaux

TITLE OF PROJECT: "Project APPLE-CORE, Adult Prescriptive Program for Level of Employment Career Oriented Education"

GRANT NO. OEG-0-74-1811 AMOUNT OF AWARD: $117,058

PRIORITY UNDER WHICH FUNDED: Adult Career Education

YEAR OF FUNDING: First GRANT PERIOD: 6/1/74 to 8/31/75

BRIEF DESCRIPTION OF PROJECT:

This project plans to:

(1) Conduct a survey to identify levels of employment competency needed by undereducated and unemployed adults;

(2) Design and validate a career-oriented training program, including the development of a curriculum guide, an instructional materials packet, and an annotated bibliography;

(3) Provide instruction for 150 underemployed and unemployed adults;

(4) Conduct continuous follow-up evaluations to determine project effectiveness; and

(5) Disseminate project results and materials.

MASSACHUSETTS

GRANTEE: Cambridge School Department
Community Learning Center
238 Columbia Street
Cambridge, Massachusetts 02139

Phone: (617) 547-1589 or (617) 547-5991

PROJECT DIRECTOR: Ms. Jill Rubinson

TITLE OF PROJECT: "Cambridge Community Designed Adult Learning Project"

GRANT NO. OEG-0-74-1761 AMOUNT OF AWARD: $50,000

PRIORITY UNDER WHICH FUNDED: Improving State-administered Adult Education Services

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

This is a community-based adult education project designed to demonstrate that while specific content areas, teaching styles, and behavioral objectives can vary widely, the methodology for structuring the program of each of the six adult learning satellite project sites and developing curriculum remains essentially the same. In this process a workable model for satellite programming will be developed that will have been tested in six diverse communities.

Some components of this effort will be the development of a special training program for adult education practitioners, the publication of a newsletter, the operation of a cooperative resource van, and the establishment of a task force that will provide direction and support for the satellite structure. A series of handbooks on project approaches will be written for dissemination.

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MISSISSIPPI

GRANTEE: Mississippi Band of Choctaw Indians
Tribal Office Building
Route 7, Box 21
Philadelphia, Mississippi 39350

Phone: (601) 656-5251 Ext. 32

PROJECT DIRECTOR: Ms. Nell Rogers

TITLE OF PROJECT: "Choctaw Adult Basic Education Project"

GRANT NO. OEG-0-72-1435 AMOUNT OF AWARD: $120,207

PRIORITY UNDER WHICH FUNDED: Renewal—Indian Education

YEAR OF FUNDING: Third GRANT PERIOD: 3/20/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The program enables Choctaw adults to overcome educational deficiencies which prohibit them from earning a living wage and from assuming adult responsibilities in their families, their communities, and in their individual lives. The Bureau of Indian Affairs offers high school instruction.

A career ladder has been developed for teacher aides, including in-service training for all participants who have completed the General Educational Development test. College courses are supplied by Mississippi State University.

With added staff resources developed by the total program, home-based teaching will be begun by Choctaw teacher assistants to bring isolated adults to a level of education at which they do not feel embarrassed to attend classes.

Enrollment is approximately 340; and attendance in the fall to spring is about 160.

NEW HAMPSHIRE

GRANTEE: Project Second Start
17 Dover Street
Concord, New Hampshire 03301

Phone: (603) 224-4542

PROJECT DIRECTOR: Mr. Karl J. Borden

TITLE OF PROJECT: "The New Hampshire Career Education Model for Educationally Disadvantaged Adults"

GRANT NO. OEG-0-74-2024 AMOUNT OF AWARD: $170,000

PRIORITY UNDER WHICH FUNDED: Adult Career Education

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 12/31/75

BRIEF DESCRIPTION OF PROJECT:

The project will demonstrate the components necessary for a successful community-based career education delivery system for educationally disadvantaged adults, including, but not limited to, welfare recipients or those with less than a fifth grade capability in reading, writing, computation, or communication skills.

By way of a network of support agency linkages, the following programs will be provided for participants: (1) recruitment and referral; (2) diagnostic services for health inventories, physical screenings, occupational skill assessments, etc.; (3) self-awareness and career awareness; (4) career exploration; and (5) career entry-level skills training.

The results of the demonstration are to be a model for providing a comprehensive Adult Career Education program.

NEW JERSEY

GRANTEE: Paterson Board of Education
Division of Adult and Continuing Education
33 Church Street
Paterson, New Jersey 07505

Phone: (201) 278-6395

PROJECT DIRECTOR: Ms. Lucerne Montague

TITLE OF PROJECT: "Exemplary Program for Educationally Disadvantaged Adults: Job-Oriented, Employer-Based Project Geared to the Needs of Underserved Spanish Adults"

GRANT NO. OEG-2-73-AB01 AMOUNT OF AWARD: $77,000

PRIORITY UNDER WHICH FUNDED: Renewal—Adult Career Education

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

A major objective of this project is the refinement of a model for teaching English communication skills in the actual job context (employee-based ESL), with the active cooperation of employers.

In achieving this objective, the project will (1) define the probability of overall success in regard to any specific Adult Education/Industry-Language class, (2) produce a manual containing the model for replication, and (3) disseminate information regarding the product to key adult education and industrial leaders throughout the United States.

Classes will be held at the participants' places of employment.

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NEW JERSEY (continued)

GRANTEE: Rutgers University
Research Contract Office
New Brunswick, New Jersey 08903

Phone: (201) 932-7448

PROJECT DIRECTOR: Dr. Kathleen Penfield

TITLE OF PROJECT: "Educational Opportunity and the Adult Secondary Population"

GRANT NO. OEG-0-73-5220 AMOUNT OF AWARD: $294,609

PRIORITY UNDER WHICH FUNDED: Renewal—Adult Secondary Education

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/76

BRIEF DESCRIPTION OF PROJECT:

The project will systematically identify and evaluate the alternative learning situations in which functionally defined adult secondary competencies might be acquired and will study the participation patterns of undereducated adults vis-a-vis these competencies. A tangible outcome will be the establishment of models for more effective community-based delivery systems for adult secondary education. In essence, the plan is to:

(1) broaden the definition of adult secondary education to include essential and alternative components to aid the adult in his or her progress toward self-fulfillment;

(2) add to our understanding of the state of the art in adult secondary education by studying its operational, policy and power dynamics at the local level;

(3) develop models for adult secondary education in which adult needs rather than structure determine practice;

(4) identify elements of a community-based delivery system which will allow for alternative means to acquire those competencies defined as equivalent to an adult high school education; and

(5) influence policy in adult secondary education by isolating the forces which shape policy and programs through which adults might attain adult secondary competencies.

The study will consist of three major phases. The first phase will be concerned with developing a working definition of adult secondary education; the second and major phase will consist of field studies of agencies and the target population in three cities; and the last phase will focus upon the development and dissemination of process and program models for alternative adult secondary education delivery systems.

Once the potential components for adult secondary education are identified, in-depth field studies will be conducted in three to five cities. In each city field research will have two basic aspects: (1) the study of agencies potentially sponsoring components of adult secondary education, to be conducted on a citywide basis; and (2) the study of actual and potential participants, to be focused upon two or more communities within the city.

NEW YORK

GRANTEE: National Council of Negro Women
New York City Field Office
815 Second Avenue, Suite 901
New York, New York 10017

Phone: (212) 687-5870

PROJECT DIRECTOR: Mrs. Helen Rachlin

TITLE OF PROJECT: "Building New Career Ladders in Clerical Occupations"

GRANT NO. OEG-0-73-5229 AMOUNT OF AWARD: $111,409

PRIORITY UNDER WHICH FUNDED: Renewal—Adult Career Education

YEAR OF FUNDING: Second GRANT PERIOD: 6/30/73 to 6/29/75

BRIEF DESCRIPTION OF PROJECT:

This project will develop, by June 1975, a complete instructional package combining a step-by-step curriculum guide and career ladder recommendations for minority groups in the New York City business community. The curriculum guide will be prepared for use by remedial tutors.

The model will be field tested using both current and new employers. Out-of-town employers will also be served by the project.

NEW YORK (continued)

GRANTEE: New York City Board of Education
Office of Career Education
130 Clinton Street
Brooklyn, New York 11201

Phone: (212) 596-7557

PROJECT DIRECTOR: Ms. Doris Moss

TITLE OF PROJECT: "Teacher Tutor Pairs (TTP) Career Development"

GRANT NO. OEG-0-74-2023 AMOUNT OF AWARD: $125,000

PRIORITY UNDER WHICH FUNDED: Adult Career Education

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

This project will develop a career model for meeting the national need for teachers in Adult Basic Education. A major component of this model will be a model utilizing tutors in learning situations. In conjunction with these activities, the project will establish a career ladder that allows a promising candidate to advance over a period of time from tutor to certified Adult Basic Education instructor.

Each of the tutors will be recruited from the particular ethnic group to be served and will have an Adult Basic Education instructor as team leader and mentor. Instructors will be recruited and trained from the field to assume this responsibility.

NEW YORK (continued)

GRANTEE: School District of Niagara Falls, N.Y.
Adult Education Division
607 Walnut Avenue
Niagara Falls, New York 14301

Phone: (716) 285-5251 Ext. 225

PROJECT DIRECTOR: Mr. Gerardo Franciosa

TITLE OF PROJECT: "Identification of Preferred Learning Styles and Matching Adult Reading Alternatives at 0 - 4 Grade Reading Level"

GRANT NO. OEG-0-74-1763 AMOUNT OF AWARD: $75,000

PRIORITY UNDER WHICH FUNDED: Right to Read

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The staff of the ABE Center in Niagara Falls, New York, will receive training from Dr. Joseph Hill, the originator of the cognitive style mapping for community college students, so that they can develop an instrument that will identify the preferred learning styles of individuals with 0 - 4 grade reading levels. The results of this training will be used by the counselor and teacher to match reading program alternatives for the target population.

The process will involve the development of a cognitive abilities test for adults through workshops where the staff will validate, administer, and relate the test to materials. Data will be maintained on reading growth, attendance patterns, and observed learning behavior. Other beginning reading and reading-related language arts programs for adults will be investigated. The results of these activities will provide teachers the opportunity to extend and refine their instructional strategies to implement cognitive style mapping with matching reading program options for students and individualized teaching procedures. Thus, each student will be provided a program of instruction specifically designed for him or her, according to his or her abilities, learning styles, and previous experiences. This will permit each student to develop basic reading and language arts skills to his own potential, at his own pace.

The results of this project will be disseminated as a training model for other local staffs, together with a taxonomy of adult-oriented reading programs (0 - 4 levels) that will match the results of the cognitive instruments.

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NEW YORK (continued)

GRANTEE: Syracuse University Research Corporation
Merrill Lane, University Heights
Syracuse, New York 13210

Phone: (315) 477-8432

PROJECT DIRECTOR: Dr. Warren Ziegler

TITLE OF PROJECT: "The Future of Adult Education and Learning in the United States"

GRANT NO. OEG-0-73-5232 AMOUNT OF AWARD: $425,000

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Second GRANT PERIOD: 6/15/73 to 12/31/75

BRIEF DESCRIPTION OF PROJECT:

This project is in its second phase, with the emphasis being on innovative approaches to strategy formation for adult education. Specifically, the project will now begin transforming Phase I models and concepts into practices which meet the needs and concerns of ABE and other adult learners. Areas to be addressed involve: (1) the use of participating planning criteria for decisionmaking; (2) social action case studies for information gathering; and (3) the process of futures-invention for developing strategies.

The five operational objectives stated below propose to demonstrate that the idea of participatory planning and the practice of futures-invention involve the use of innovative methods having potential national significance. Also, these methods will be transferable to a wide range of adult learning, to institutional settings, and to a variety of adult learning needs and goals. These objectives represent particularly crucial settings of adult education in which the process can be fruitfully applied.

Objectives:

1. To organize statewide resources for adult education;
2. To examine the process for accreditation and certifying adult learning;
3. To facilitate new approaches to economic literacy;
4. To develop alternative strategies for communications-linked adult education; and
5. To examine the process of applying civic literacy to community involvement for adult education.

NEW YORK (continued)

GRANTEE: Teachers College
Columbia University
Center for Adult Education
525 West 120th Street
New York, New York 10027

Phone: (212) 678-3750

PROJECT DIRECTOR: Dr. Jack D. Mezirow

TITLE OF PROJECT: "National Center for Program Innovation in the Education of Adults — Project IDEA"

GRANT NO. OEG-0-73-5224 AMOUNT OF AWARD: $80,028

PRIORITY UNDER WHICH FUNDED: Renewal — Adoption and Diffusion of Adult Education Materials

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 2/28/75

BRIEF DESCRIPTION OF PROJECT:

This amendment to the original grant for Project IDEA is to further the dissemination mission of the grant through the production and broad distribution of a 28-minute training film.

The film will be distributed to State Directors, Regional Program Officers, Regional Staff Development Projects, university film libraries and centers, and to the U.S. Office of Education. An instructor's manual will be developed to accompany the film.

NEW YORK (continued)

GRANTEE: Teachers College
Columbia University
Division of Health Services, Science and Education
525 West 120th Street
New York, New York 10027

Phone: (212) 678-3181

PROJECT DIRECTOR: Dr. Winthrop R. Adkins

TITLE OF PROJECT: "Life Coping Skills Program for Disadvantaged Adults"

GRANT NO. OEG-0-71-4383 AMOUNT OF AWARD: $87,000

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Fourth GRANT PERIOD: 6/30/71 to 12/31/74

BRIEF DESCRIPTION OF PROJECT:

This six-months' extension is made for the purpose of completing arrangements for the publication, staff training, and national dissemination of the Life Coping Skills Program on Career Education and Employability Skills for Disadvantaged Adults.

To provide quality staff training and to demonstrate the program to potential regional, State, city, and local users a 27-minute training and dissemination film will be produced. Copies will be distributed to each State Department of Education and to other relevant State authorities, such as drug addiction, prison, or manpower agencies. Each of the ten regional offices and the regional staff development projects will also receive a copy of the film.

NEW YORK (continued)

GRANTEE: World Education
1414 Sixth Avenue
New York, New York 10019

Phone: (212) 838-5255

PROJECT DIRECTOR: Dr. William Rivera

TITLE OF PROJECT: "AIM—An Exemplary Program from International Experience"

GRANT NO. OEG-0-73-5210 AMOUNT OF AWARD: $239,263

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Second GRANT PERIOD: 5/15/73 to 5/14/75

BRIEF DESCRIPTION OF PROJECT:

AIM, an acronym for the Apperceptive Interaction Method, is a new way of approaching the problems of undereducated adults. It is based on the premise that adult education is a process concerned initially with promoting motivation and self-awareness. Field studies and personal interviews are undertaken to identify common problems and concerns in the lives of learners. Then, photographic themes are developed along with open-ended, problem-oriented narratives meant to stimulate participants to discuss issues relevant to their own lives. These provocative materials are presented in a non-directive manner. Mastery of the AIM method demands short but intensive in-service orientation of teachers.

The AIM project utilizes self-awareness principles and situation-specific processes that World Education has found to be successful in functional education and literacy projects in the Third World nations. In Thailand, for instance, it was found that this approach retained clientele and promoted individual learning gains to such a significant degree that it has now been broadly institutionalized by the Division of Adult Education of the Ministry of Education in that country.

The principles and processes of the AIM approach, adapted from elements of the work of Freire and others, include (a) cultural relevance, (b) situation-specificity, and (c) the active involvement of adult learners in the educational process, principally through the use of visual and written materials that provoke participant discussion and interaction. The materials tend to set in motion a radically different educational process in which teachers act as facilitators and resource guides, while participants in group discussions learn to conceptualize problems and engage in problem solving.

One series of outcomes sought by the project is participant-related. These outcomes are (a) the promotion of initial motivation, (b) the encouragement of group and personal interest, (c) the increased retention of knowledge, and (d) the development of skills needed for participants to cope with everyday problems.

A second series of outcomes sought refers to evaluation. The purpose is to gain a greater understanding of the significance of the program through the specific gathering of information obtained by feedback and other systematic assessment.

OHIO

GRANTEE: The Ohio State University
Center for Vocational and Technical Education
1960 Kenny Road
Columbus, Ohio 43210

Phone: (614) 486-3655

PROJECT DIRECTOR: Dr. Allen B. Moore

TITLE OF PROJECT: "Identification and Assessment of Existing Models of Cooperative Industry and State Administered Adult Education Programs"

GRANT NO. OEG-0-74-1812 AMOUNT OF AWARD: $150,529

PRIORITY UNDER WHICH FUNDED: Adult Career Education (Study)

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 12/31/75

BRIEF DESCRIPTION OF PROJECT:

The purpose of this project will be to define, identify, describe, collate, and disseminate information about the existence, success or failure, and problems of cooperative industry and State-administered adult career education programs. Further, the project will concentrate on describing what is actually taking place in the existing cooperative programs and will produce outcomes which will have practical applicability for the further establishment and improvement of cooperative adult career education programs.

The major objectives are: (1) to develop a definition and set of practical, critical concerns or standards for cooperative adult career education from the viewpoint of industry, State adult education departments, and adult educators; (2) to identify and collate information on cooperative adult career education programs in the 56 States and Territories in light of the critical concerns or standards; and (3) to document and disseminate information which will have practical application for cooperative adult career education.

OREGON

GRANTEE: Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Phone: (503) 224-3650 Ext. 264

PROJECT DIRECTOR: Dr. W. Aubrey Gardner

TITLE OF PROJECT: "A Competency-Based Counselor Training System to Support Adult and Career Education"

GRANT NO. OEG-0-73-5225 AMOUNT OF AWARD: $146,250

PRIORITY UNDER WHICH FUNDED: Renewal—Adult Career Education

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The general goal of the project is to develop, pilot test, and evaluate a competency-based open-entry/open-exit training program for staff who perform adult counseling and guidance functions.

The specific objectives of the project are to: (1) identify career counseling and guidance roles of counselors and staff in adult education with counseling and guidance functions; (2) develop a prototype set of necessary competencies in career guidance and counseling for adult education counselors and staff with counseling and guidance functions; (3) test, evaluate, and revise the initial set of prototype competencies into a training system; (4) develop a process for the installation of these prototype competencies through pre- and in-service programs; and (5) conduct and publish a review of literature for adult career education counseling.

PENNSYLVANIA

CONTRACTOR: Opportunities Industrialization
Centers of America, Inc.
100 West Coulter Street
Philadelphia, Pennsylvania 19144

Phone: (215) 849-3010

PROJECT DIRECTOR: Mr. Elton Jolly

TITLE OF PROJECT: "Continuing the Operation of the Career Orientation Program and the Community Career Program of the Urban Career Education Center"

CONTRACT NO. OEC-0-74-1486

AMOUNT OF AWARD: $200,000 -- ABE
140,010 -- MDT
$340,010

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Second

CONTRACT PERIOD: 5/1/74 to 11/28/74

BRIEF DESCRIPTION OF PROJECT:

This is the final year of a two-year demonstration of a cooperatively funded project that consists of three basic components: (1) a Career Intern Program; (2) a Career Orientation Program; and (3) a Career Community Program. The Adult Basic Education component is essentially concerned with the Career Community Program, which provides parents of the interns (see component #1) with supportive services, educational opportunities, and guidance towards setting personal career goals.

However, the heart of the program focuses on the parents' motivating their children who are dropouts or potential dropouts into pursuing an alternative education system through the OICA Urban Career Education Center Program.

The project is continuing its efforts to replicate this model urban school system in other local school systems throughout the country.

PENNSYLVANIA (continued)

GRANTEE: Temple University
Broad Street and Montgomery Avenue
Philadelphia, Pennsylvania 19122

Phone: (215) 978-5273

PROJECT DIRECTOR: Mr. Ronald Howard

TITLE OF PROJECT: "Temple University Neighborhood Extension (TUNE)"

GRANT NO. OEG-3-72-0076 AMOUNT OF AWARD: $175,000

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Third GRANT PERIOD: 6/30/72 to 6/29/75

BRIEF DESCRIPTION OF PROJECT:

The Temple University Neighborhood Extension Program (TUNE) in its first two years has completed the design and experimentation stage and the operations stage. This third year will focus on documentation and dissemination.

Some revisions in the program have become necessary and will be implemented. A coordinated ABE/GED instructional program, however, will serve a minimum of 500 adult participants through two community-based TUNE satellite centers. Orientation and pre-classroom functions will be transferred into the homes.

TUNE will be established as an ongoing, non-profit adult education program supported by business and industry, drawing customers and employees from the TUNE target population. Temple University will maintain at least one ongoing TUNE center on its campus and attempt to encourage some of the other six colleges from which participants come to do likewise.

A complete set of manuals will be created, published, and disseminated to serve as a guide to others in urban areas seeking to establish the same services for similar target populations. An independent evaluation will be employed.

RHODE ISLAND

GRANTEE: Providence Adult Education
Providence School Department
396 Smith Street
Providence, Rhode Island 02908

Phone: (401) 272-4900

PROJECT DIRECTOR: Dr. Mary C. Mulvey

TITLE OF PROJECT: "ERA/COPE (Enrollment Retention Advancement/Community Organization for Parent Education"

GRANT NO. OEG-0-74-9225 AMOUNT OF AWARD: $115,469

PRIORITY UNDER WHICH FUNDED: Renewal—Educationally Disadvantaged Parents

YEAR OF FUNDING: Third GRANT PERIOD: 7/1/72 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The primary thrust of this project is to develop ESL/ABE curriculum and materials for basic skills of communication and computation. Included will be 60 learning activity packages developed around APL objectives, drug use education, parent education, and community services. The intended users of this curriculum will be people whose native language is other than English, including the Spanish-speaking adult.

TEXAS

GRANTEE: Education Service Center, Region II
109 North Chaparral
Corpus Christi, Texas 78401

Phone: (512) 883-9288

PROJECT DIRECTOR: Dr. Louis E. Holder

TITLE OF PROJECT: "Adult Education Counseling, Guidance, and Placement Project"

GRANT NO. OEG-0-74-1813 AMOUNT OF AWARD: $70,000

PRIORITY UNDER WHICH FUNDED: Adult Career Education

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION OF PROJECT:

The conceptual framework for the project is derived from the identified need for a system of guidance, counseling, and placement which is planned cooperatively by the schools, community agencies, and the business/industry complex. It is designed to provide comprehensive services to the adult student beginning with pre-entry counseling and continuing through his placement in a job, in specialized career training, or in post-secondary education.

In order to move toward a comprehensive program of career education, the project has as its major objective the development and field testing of a replicable model for implementing guidance, counseling, and placement services designed (1) to increase the adult student's awareness of himself as a significant person of the business/industry complex, (2) to develop his career decision-making skills, and (3) to assist him in securing placement in the job, in specialized career training, or in the post-secondary school program which he perceives as appropriate for his interests and needs.

During this project year the project staff, assisted by adult educators, adult students, members of community agencies, and the business industry complex will demonstrate a replicable model for adult career development which provides needs assessment services, information on available careers, and guidance, counseling, and placement services.

TEXAS (continued)

GRANTEE: McLennan Community College
Adult Education Division
1400 College Drive
Waco, Texas 76708

Phone: (817) 756-6551

PROJECT DIRECTOR: Dr. Chester R. Hastings

TITLE OF PROJECT: "Multi-County Assessment of Adult Needs"

GRANT NO. OEG-0-74-1764 AMOUNT OF AWARD: $66,335

PRIORITY UNDER WHICH FUNDED: Improving State-Administered Adult Education Services

YEAR OF FUNDING: First GRANT PERIOD: 7/1/74 to 6/30/75

BRIEF DESCRIPTION PROJECT:

The objectives of this project are to: (1) Assess the felt and perceived needs and interests of the adult population and the obstacles they perceive in meeting their needs and interests; (2) Analyze the needs of business, industry, and other agencies; (3) Publish an in-depth inventory of the existing adult education programs in the four-county area; and (4) Build a model adult education cooperative based upon the body of information in the first three objectives, with the capability of designing educational and career development programs and new delivery systems to meet the assessed needs of adults.

All public and private educational agencies, businesses, industry, and other agencies with adult education programs would be encouraged to join in an effort to provide coordination of programs, communication, understanding of role and scope, sharing of expertise and resources, and shared publication of adult educational opportunities, whether they be basic, high school level, vocational-technical, avocational, or cultural.

Validated assessment instruments and methodologies, needs data, delivery systems, and the experience of developing and managing the relationships within the model cooperative will be published and shared with the other 57 recently-formed cooperatives in Texas and disseminated nationally through individual requests, workshop presentations, and conferences.

The major benefits of this project will accrue to the individual adult in need of educational and training services as felt and perceived needs for these services will be identified and delivery modes and services will be designed to meet these needs.

TEXAS (continued)

GRANTEE: University of Texas
Division of Extension
103 Extension Building
Austin, Texas 78712

Phone: (512) 471-4623

PROJECT DIRECTOR: Dr. Norvell Northcutt

TITLE OF PROJECT: "Adult Performance Level Study"

GRANT NO. OEG-0-73-1195 AMOUNT OF AWARD: $429,650

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Third GRANT PERIOD: 2/1/73 to 12/31/75
(First year of this project funded through the Texas Education Agency)

BRIEF DESCRIPTION OF PROJECT:

The objectives of this project are to describe functional literacy in pragmatic behavioral terms and to develop techniques and methods of assessing adult functional literacy.

The products of the research will result in (1) validated objectives for adult functional literacy—a statement of what is important for literacy; (2) a National assessment of performance of adults on these objectives; and (3) a "literacy test" prototype—short and long forms.

A National sample of 1500 individuals has been surveyed and tested in the general knowledge areas of consumer economics and occupational knowledge. Testing in the general knowledge fields of Government and Law, Community Resources, and Health will be completed during this year.

UTAH

GRANTEE: Granite School District
340 East 3545 South
Salt Lake City, Utah 84115

Phone: (801) 268-8266

PROJECT DIRECTOR: Mr. Kenneth McClellan

TITLE OF PROJECT: "Teaching Educationally Disadvantaged Parents of Pre-School Children in the Principles and Techniques of Home-Based Education"

GRANT NO. OEG-0-73-5213 AMOUNT OF AWARD: $200,000

PRIORITY UNDER WHICH FUNDED: Renewal—Educationally Disadvantaged Parents

YEAR OF FUNDING: Second GRANT PERIOD: 6/15/73 to 6/14/75

BRIEF DESCRIPTION OF PROJECT:

The project has been providing education for disadvantaged parents in assisting their children's educational development both in school and in using objects and activities in their home life.

Two sets of film strips have been developed, each with an overview filmstrip. One set is "Teaching Teachers to Teach Parents Home-based Pre-School Parent Education." The other set is "Teaching Parents Home-based Pre-school Parent Education."

The program has developed an alternative delivery system for reaching and motivating the hard-to-reach parent. It is linked with the City School Districts' pre-school education program in both Los Angeles and the Granite School District in Salt Lake City, Utah. Both school systems will institutionalize the program when Federal funding ceases.

The main task for this year is to complete the development of a viable model for other communities that plan to expand the ABE program through parent and family education.

VIRGINIA

GRANTEE: Human Resources Research Organization
300 North Washington Street
Alexandria, Virginia 22314

Phone: (408) 625-1347

PROJECT DIRECTOR: Dr. Hilton M. Bialek

TITLE OF PROJECT: "Staff Development through the Implementation of Two Innovative Teaching/Learning Models"

GRANT NO. OEG-0-73-5221 AMOUNT OF AWARD: $213,343

PRIORITY UNDER WHICH FUNDED: Renewal—Exemplary

YEAR OF FUNDING: Second GRANT PERIOD: 7/1/73 to 12/31/75

BRIEF DESCRIPTION OF PROJECT:

Based on the peer instruction model developed last year a dissemination system will be developed for State and local educational agencies. The system will contain self-instructional manuals consisting of procedural guides and outlines for the following positions: program administrator; module developer; student participant; and instructional sequence coordinator. The manuals will also include formats for phasing peer instruction under differing conditions and will have an appendix of case studies of other peer instructional episodes for comparative purposes.

The dissemination package will become the vehicle whereby professional adult educators and community organizations can teach themselves to use the model and have an opportunity to fully analyze its worth to their particular programs before investing the time and energy necessary for instructional redirection.

The project will also conduct a staff development institute for administrators of adult education programs, using the inquiry-based, problem-solving approach to the teaching of adults and to staff development for the teachers of adults. Dr. J. Richard Suchman of the HumRRO staff is responsible for this effort.

WISCONSIN

GRANTEE: Board of Regents of the
University of Wisconsin System
University of Wisconsin—Milwaukee
School of Education
Milwaukee, Wisconsin 53201

Phone: (414) 963-5385

PROJECT DIRECTOR: Dr. Diana E. Bartley

TITLE OF PROJECT: "Demonstration of Nationwide Model Classes in the Reading of English as a Second Language in Which Students are Native Speakers of Spanish or an Urban Dialect (Black Dialect) and Have Attained an Educational Equivalency of Fourth Grade or Less"

GRANT NO. OEG-0-74-1816 AMOUNT OF AWARD: $55,702

PRIORITY UNDER WHICH FUNDED: Right to Read

YEAR OF FUNDING: First GRANT PERIOD: 6/1/74 to 5/31/75

BRIEF DESCRIPTION OF PROJECT:

This project consists of two phases. Phase I will train demonstration teachers in recruitment, linguistics, and in the planning of model programs. In Phase II the teachers will demonstrate model classes in reading English as a Second Language. Visitation plans for demonstration classes will be organized with the assistance of the University of Wisconsin—Milwaukee.

Research and evaluation of the project will also be carried out during the second phase.

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PART TWO

TEACHER TRAINING PROJECTS

DESCRIPTION OF THE PROGRAM

The projects described in this document are funded under Section 309(c) of the Adult Education Act of 1966, as amended, which supports grants to provide training for persons engaged or preparing to engage as personnel in programs administered under the Act.

The Adult Education Staff Development Projects presented in Part I represent the continuation of a national training strategy begun in Fiscal Year 1972. Grants funded under the Staff Development Program totaled $2,250,238 in Fiscal Year 1974.

The training projects described in Part II were selected to support the Staff Development Projects by meeting training needs and providing services that are national in scope or that could not feasibly be met under the Staff Development Program. Grants funded for these training projects totaled $1,121,626 in Fiscal Year 1974.

More detailed information about these projects may be obtained by contacting the individual projects, many of which publish newsletters or other information documents.

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ADULT EDUCATION TEACHER TRAINING PROJECTS
FISCAL YEAR 1974

PROPOSAL NUMBER	GRANTEE	STATE	YEAR	PRIORITY	GRANT GRANT NO.	AWARD AMOUNT	DESCRIPTION PAGE REF.	PROJECT OFFICER
GRAND TOTAL	- ALL REGIONS					$3,434,720		
REGION I								
V0015VB	New England Center for Cont. Ed.	N.H.	3	Staff Dev.	OEG-0-72-1437	208,473	T-4	Marshall
REGION II								
V0009VB	Montclair State College	N.J.	3	Staff Dev.	OEG-0-72-1442	299,473	T-5	Little
V0019VB	Rutgers University	N.J.	1	Cult. & Eth.	OEG-0-74-1804	125,000	T-14	Reiser
V0007VB	Literacy Volunteers of America	N.Y.	1	Sup.Staff Dev.	OEG-0-74-1803	113,160	T-15	Little
REGION III								
8(A)	The BLK Group, Inc.	D.C.	1	Cult. & Eth.	OEC-0-74-1926	116,191	T-16	Parker
V0031VB	Maryland State Dept. of Ed.	Md.	1	Sup.Staff Dev.	OEG-0-74-1802	147,662	T-17	Hugi
V0026VB	University of Maryland	Md.	2	Think Tank	OEG-0-72-1462	62,856	* T-18	Re
V0022VA	University of Maryland	Md.	3	Staff Dev.	OEG-0-72-1440	277,105	T-6	Marshall
REGION IV	Southern Regional Education Bd.	Ga.	3	Staff Dev.	OEG-0-72-1445	-0-	** T-7	Reiser
REGION V								
V0021VB	University of Illinois	Ill.	1	Sup.Staff Dev.	OEG-0-74-1805	177,954	T-19	Clark
RFP-74-64	Ohio State University	Ohio	1	Metrication	OEC-0-74-9335	172,571	T-20	Hugi
V0006VA	School Management Institute	Ohio	3	Staff Dev.	OEG-0-72-1438	374,097	T-8	Hugi
REGION VI								
V0001VB	University of Texas - at Austin	Tex.	3	Staff Dev.	OEG-0-72-1443	266,552	T-9	Sullivan
REGION VII								
V0020VB	Kansas State University	Kans.	3	Staff Dev.	OEG-0-72-1439	216,801	T-10	Hugi
V0005VB	Univ. of Missouri - Kansas City	Mo.	3	Res. Dev.	OEG-0-73-5215	219,088	T-21	Parker
REGION VIII								
V0027VB	Colorado State University	Colo.	3	Staff Dev.	OEG-0-72-1444	184,097	T-11	Parker
REGION IX								
V0029VB	Far West Lab. for Educ'l Res. & Dev.	Calif	3	Staff Dev.	OEG-0-73-1516	241,130	T-12	Parker
V323090	University of Hawaii	Haw.	3	Corrections	OEG-0-73-5219	50,000	T-22	Parker
REGION X								
V0003VB	Northwest Regional Educ'l Lab.	Oreg.	3	Staff Dev.	OEG-0-72-1441	182,510	T-13	Reiser

*Grant extended to December 31, 1974.
**No-cost time extension to December 31, 1974.

ADULT EDUCATION STAFF DEVELOPMENT PROJECTS

REGION I

GRANTEE: New England Center for Continuing Education
University of New Hampshire
15 Garrison Avenue
Durham, New Hampshire 03824

Phone: (603) 862-2395

PROJECT DIRECTOR: Dr. Kenneth J. Mattran

TITLE OF PROJECT: New England Regional Adult Staff Development Project (Third Year)

GRANT NO. OEG-0-72-1437

AMOUNT OF GRANT: $208,473

GRANT PERIOD: 3/22/72 to 5/31/75

AREA SERVED: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

PROJECT DESCRIPTION:

This project describes its major purpose as the development of a comprehensive regionalized program for Adult Education staff training. Activities are designed to train teachers, administrators, counselors, paraprofessionals and associate professionals, pre-service and in-service, to function more effectively in working with their adult student constituencies.

Project objectives for the third year include:

1. continued coordination among Adult Education and collegiate institutions through cooperative planning of regional, statewide, and local training activities.

2. the development of a regional information dissemination system.

3. the continued development of staff training planning capabilities within States.

4. support for the appointment of Adult Education specialists to collegiate institutions or State Departments of Education, and the making of services of such specialists available to training programs throughout the region.

5. the development of a summative evaluation system.

REGION II

GRANTEE: Montclair State College
Adult Education Center
14 Normal Avenue
Upper Montclair, New Jersey 07043

Phone: (201) 893-5154

PROJECT DIRECTOR: Dr. Vincent De Sanctis

TITLE OF PROJECT: Adult Education Career Staff Development Plan for Region II (Third Year)

GRANT NO. OEG-0-72-1442

AMOUNT OF GRANT: $299,473

GRANT PERIOD: 4/1/72 to 6/30/75

AREA SERVED: New Jersey, New York, Puerto Rico, Virgin Islands

PROJECT DESCRIPTION:

Objectives for this project include the following:

1. to identify Adult Education competencies and to develop specific career patterns for individuals preparing for existing and future roles in Adult Education.

2. to assist states in developing competency-based staff development plans.

3. to identify existing training resources available within and outside of Region II.

4. to develop individualized training materials for local Adult Education personnel inservice training.

5. to provide local Adult Education personnel with technical assistance, information and resources for staff training.

REGION III

GRANTEE: University of Maryland
Conferences and Institutes Division
Center of Adult Education
College Park, Maryland 20742

Phone: (301) 454-5481

PROJECT DIRECTOR: Ms. Jessie K. Ulin

TITLE OF PROJECT: Region III Adult Education Staff Development Project

GRANT NO. OEG-0-72-1440

AMOUNT OF GRANT: $277,105

GRANT PERIOD: 6/30/72 to 6/30/75

AREA SERVED: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

PROJECT DESCRIPTION:

While each State has developed its own specific objectives, major regional project objectives include:

1. the development of continuing training opportunities for adult educators by State Departments of Education and institutions of higher learning, including pre-service and in-service activities, and university credit and degree programs.

2. the continued development of capability in State Departments to conduct and coordinate training activities.

3. the development of capability in selected colleges and universities to provide on and off campus programs leading to graduate and undergraduate degrees in Adult Education.

4. the continuation of a regional system for sharing information, resources, and programs.

REGION IV

GRANTEE: Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

Phone: (404) 875-7611

PROJECT DIRECTOR: Dr. Edward T. Brown

TITLE OF PROJECT: Improving the Instructional Content of an Adult Education Staff Development Program

GRANT NO. OEG-0-72-1445

AMOUNT OF GRANT: No New Funds Awarded in Fiscal Year 1974

GRANT PERIOD: 6/30/72 to 12/31/74

AREA SERVED: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

PROJECT DESCRIPTION:

The Southern Regional Education Board began its staff development activities in 1969. After three years spent in developing and implementing the staff development model, SREB began, in 1972, the task of instructional content improvement and dissemination systems development.

The project has now been extended until 12/31/74 to assist each State to incorporate its activities into a permanent system which will assure that their training resources have the capability of remaining up-to-date, and that the desirable new information, materials, and techniques are delivered to the appropriate user.

In addition, four documents will be published during this period:

1. State staff development/dissemination plans
2. regional compilation of the above plans
3. an evaluation report
4. a final project report

REGION V

GRANTEE: School Management Institute, Inc.
750 Brooksedge Boulevard
Westerville, Ohio 43081

Phone: (614) 891-2215

PROJECT DIRECTOR: John N. Hatfield

TITLE OF PROJECT: A Regional Approach for Improvement of Adult Basic Education Staff Development in HEW Region V (Third Year)

GRANT NO. OEG-0-72-1438

AMOUNT OF GRANT: $374,097

GRANT PERIOD: 2/15/72 to 6/30/75

AREA SERVED: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

PROJECT DESCRIPTION:

In addition to the continuing establishment of a permanent delivery system for States, the project indicates it will develop a data retrieval system, further develop its Regional Communications System, including the regional newsletter, and conduct an independent project evaluation. Local personnel will receive training in conducting planning sessions, inservice training, evaluation and monitoring techniques, and conducting and analyzing local needs assessments.

REGION VI

GRANTEE: University of Texas at Austin
Division of Extension
103 Extension Building
Austin, Texas 78712

Phone: (512) 471-4623

PROJECT DIRECTOR: Dr. William E. Barron

TITLE OF PROJECT: Region VI Staff Development Consortium (Third Year)

GRANT NO. OEG-0-72-1443

AMOUNT OF GRANT: $266,552

GRANT PERIOD: 5/1/72 to 6/30/75

AREA SERVED: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

PROJECT DESCRIPTION:

The project indicates three major objectives to be accomplished this year:

1. to develop or continue a base of support for Adult Education and Adult Basic Education degree or less than degree programs in higher education.

2. to strengthen expertise in staff development through State Departments of Education and institutions of higher education, including the utilization of Staff Development Specialists and the regional sharing of expertise.

3. to create region-wide staff development programs, institutes, and workshops for ABE teachers and staff.

Additional activities include a continuing survey of training needs and a third-party project evaluation.

REGION VII

GRANTEE: Kansas State University
Adult and Occupational Education
302 Fairchild Hall
Manhattan, Kansas 66506

Phone: (913) 532-5520

PROJECT DIRECTOR: Dr. Albert B. Campbell

TITLE OF PROJECT: Region VII Adult Education Staff Development Project (Third Year)

GRANT NO. OEG-0-72-1439

AMOUNT OF GRANT: $216,801

GRANT PERIOD: 5/1/72 to 4/30/75

AREA SERVED: Iowa, Kansas, Missouri, Nebraska

PROJECT DESCRIPTION:

Project objectives include:

1. the continued coordination and sponsorship of State Adult Education staff training activities.

2. the development and implementation of regional training institutes and workshops in Adult Education.

3. the development of State and post-secondary training programs to be supported by State and local resources in Fiscal Year 1976.

REGION VIII

GRANTEE: Colorado State University
Department of Education
40 Liberal Arts
Fort Collins, Colorado 80521

Phone: (303) 491-5959

PROJECT DIRECTOR: Dr. James M. Kincaid, Jr.

TITLE OF PROJECT: Region VIII Adult Competency Training Project (Project ACT) (Third Year)

GRANT NO. OEG-0-72-1444

AMOUNT OF GRANT: $184,097

GRANT PERIOD: 5/12/72 to 6/30/75

AREA SERVED: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

PROJECT DESCRIPTION:

The project indicates that its major objective is to enhance the further development and functioning of a self-sustaining Adult Education staff development system by seeking input and support from regional, State and local levels, and by utilizing Regional Resource Teams to implement training objectives. Project participants will receive individualized training, and will, as members of resource teams, train local Adult Education personnel. To accomplish this, the project plans to broaden and strengthen an extensive array of training packages and individuals to provide programs with multi-dimensional trainer capabilities.

REGION IX

GRANTEE: Far West Laboratory for Education Research and Development
1855 Folsom Street
San Francisco, California 94103

Phone: (415) 565-3103

PROJECT DIRECTOR: Dr. Betty H. Tuck

TITLE OF PROJECT: Region IX Adult Basic Education Staff Development Project

GRANT NO. OEG-0-73-5216

AMOUNT OF GRANT: $241,130

GRANT PERIOD: 7/1/73 to 6/30/75

AREA SERVED: American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territory

PROJECT DESCRIPTION:

The project plans to continue its assistance to States in planning for and coordinating the training of Adult Education staff. Much of the training for this year will be implemented through the use of the regional resource bank which identifies training personnel and materials that can be utilized by local programs. In addition, the development of training courses at post-secondary institutions is a priority for this project.

REGION X

GRANTEE: Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Phone: (503) 224-3650 Ext. 303

PROJECT DIRECTOR: Dr. W. Aubrey Gardner

TITLE OF PROJECT: Region X Adult Education Staff Development Project (Third Year)

GRANT NO. OEG-0-72-1441

AMOUNT OF GRANT: $182,510

GRANT PERIOD: 5/15/72 to 6/30/75

AREA SERVED: Alaska, Idaho, Oregon, Washington

PROJECT DESCRIPTION:

The goals of this project include:

1. the coordination of regional Adult Education staff development activities.
2. the establishment of State coordination of training services.
3. the establishment of local staff development capabilities.
4. the development of courses and programs in Adult Education at post-secondary institutions.
5. the establishment of career ladder educational opportunities for Adult Education.

TEACHER TRAINING SUPPORT PROGRAMS

REGION II

GRANTEE: Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903

Phone: (201) 932-7874

PROJECT DIRECTOR: Dr. Eliane C. Condon

TITLE OF PROJECT: National Institute for Ethno-Cultural Studies and Bi-Culturative Education

GRANT NO. OEG-0-74-1804

AMOUNT OF GRANT: $125,000

GRANT PERIOD: 7/1/74 to 6/30/75

AREA SERVED: HEW Regions I-IV

PROJECT DESCRIPTION:

This project plans to build upon activities sponsored by the Region II Staff Development Project over the past two years. Previously developed materials and training designs will be utilized in conducting the following activities:

1. a "Master Model" three week summer institute at Rutgers University will train 75 participants in bi-culturative education.

2. during the academic year, 80 Adult Education personnel will attend workshops, seminars, and courses in bi-culturative and intercultural education.

3. mini-model training institutes in Regions I, III, and IV will utilize persons trained in the summer institute to train Adult Education personnel in local programs.

REGION II

GRANTEE: Literacy Volunteers of America, Inc.
3001 James Street
Syracuse, New York 13202

Phone: (315) 437-8381

PROJECT DIRECTOR: Mr. Joseph A. Gray

TITLE OF PROJECT: Volunteer Adult Basic Reading Tutorial Program

GRANT NO. OEG-0-74-1803

AMOUNT OF GRANT: $113,160

GRANT PERIOD: 5/1/74 to 6/30/75

AREA SERVED: HEW Regions 1, 2, 3, 5, 10

PROJECT DESCRIPTION:

This project has been funded to conduct training for Adult Education personnel in the training of community volunteer tutors and in the establishment of volunteer Adult Basic Education tutorial programs. The planning and implementation of the project will be coordinated with appropriate Staff Development Projects and with State Directors of Adult Education.

REGION III

CONTRACTOR: The BLK Group, Inc.
1730 M Street, N. W.
Washington, D. C. 20036

Phone: (202) 833-3460

PROJECT COORDINATOR: Ms. Patricia Hoover

TITLE OF PROJECT: Cultural and Ethnic Understanding Training Workshop for Adult Education Personnel

CONTRACT NO. OEC-0-74-1926

AMOUNT OF CONTRACT: $116,191

CONTRACT PERIOD: 6/30/74 to 12/31/75

AREA SERVED: HEW Regions V - X

PROJECT DESCRIPTION:

The purpose of this project is the training of Adult Education administrators, teacher trainers, university AE personnel, and local program directors in cultural and ethnic understanding. Implementation includes:

1. conducting a survey of training designs and materials in the subject area.
2. program planning and the identification of regional needs in coordination with appropriate Staff Development Projects.
3. conducting one workshop in each of the six regions involved.
4. providing technical assistance to participants in their local training activities.

REGION III

GRANTEE: Maryland State Department of Education
Division of Instruction
P.O. Box 8717 Baltimore-Washington International Airport
Baltimore, Maryland 21240

Phone: (301) 796-8300 Ext. 337

PROJECT DIRECTOR: Ms. Sandra Gruetter

TITLE OF PROJECT: Adult Basic Education - Instructional Television Project

GRANT NO. OEG-0-74-1802

AMOUNT OF GRANT: $147,662

GRANT PERIOD: 7/1/74 to 6/30/75

AREA SERVED: National

PROJECT DESCRIPTION:

The primary purpose of this project is to provide a uniform approach to national distribution of the teacher training television series entitled, "Basic Education - Teaching the Adult," a series of 30, one-half hour tele-lessons designed to train Adult Basic Education teachers. Through cooperative planning with the regional Staff Development Projects, copies of the series will be distributed to selected university sites in each region. The series will then be tested and evaluated during the spring semester.

REGION III

GRANTEE: University of Maryland
University College
Conferences and Institutes Division
College Park, Maryland 20742

Phone: (301) 454-5481

PROJECT DIRECTOR: Dr. Gerald C. Hanberry

TITLE OF PROJECT: "National Adult Education Think Tank: A Futuristic Approach to Planning and Developing Adult Education Systems for the 1970's and 1980's"

GRANT NO. OEG-0-72-1462

AMOUNT OF GRANT: $62,856

GRANT PERIOD: 7/1/72 to 12/31/74

AREA SERVED: National

PROJECT DESCRIPTION:

The National Adult Education Think Tank Project began on July 1, 1972. This project was conceived and developed during the past three years and has two central objectives: (1) to develop, demonstrate, and refine a futuristic participatory planning process; and (2) to develop and disseminate some alternative national goals and strategies which will have an impact on the educational and learning opportunities for adults throughout the 1970's and 1980's.

The National Adult Education Think Tank is an innovative approach to involving the people who are most affected by policies of Federal, State, and local governments and other private business and service organizations. Being a participatory planning process, the project involves the adult education citizen (people who take adult education courses that range from literacy programs to community college courses in the suburbs to manpower training programs and other adult education and learning projects) in all aspects of the program.

A National Think Tank Session, which was the outgrowth of eight mini-Think Tanks conducted over the past three years, was held at the Center for Adult Education, University of Maryland, July 13-27, 1974. Over one hundred twenty persons attended, including such notables as Congressman Albert Quie, Betty Friedan, Robert Theobald, and Samuel Proctor, with discussion centered around National goals, National strategies, Policies and Projects, and Alternative Futures. The full report of this activity will be forthcoming at the termination of the grant on December 31, 1974.

REGION V

GRANTEE: University of Illinois
Office for the Study of Continuing Professional Education
Urbana, Illinois 61801

Phone: (217) 333-3532

PROJECT DIRECTOR: Dr. Arden D. Grotelueschen

TITLE OF PROJECT: National Leadership Training in ABE Program Evaluation: Toward A System of Educational Indicators

GRANT NO. OEG-0-74-1805

AMOUNT OF GRANT: $177,954

GRANT PERIOD: 6/10/74 to 12/10/75

AREA SERVED: National

PROJECT DESCRIPTION:

The major goals for the regional evaluation workshops to be conducted by this project are:

1. to train a national cadre of ABE professionals regarding relevant concepts and techniques of educational program evaluation.

2. to utilize existing evaluation knowledge and materials and to produce new materials for ABE program evaluation.

3. to initiate a system of ABE qualitative indicators that will assist ABE leadership in enhancing ABE effectiveness.

REGION V

CONTRACTOR: Ohio State University
Center for Vocational and Technical Education
Columbus, Ohio 43210

Phone: (614) 486-3655

PROJECT COORDINATOR: Dr. Joel H. Magisos

TITLE OF PROJECT: Development and Utilization of Metric Education Instructional Materials in Vocational, Technical and Adult Education

CONTRACT NO. OEC-0-74-9335

AMOUNT OF CONTRACT: $172,571 - Adult Education
323,500 - Vocational Education
$496,071 - Total Contract

CONTRACT PERIOD: 6/30/74 to 6/29/77

AREA SERVED: National

PROJECT DESCRIPTION:

The following Adult Education activities will be conducted during the three year contract period:

1. the development and testing of basic adult education instructional unites for use in occupationally-related mathematics classes provided in urban centers.

2. the planning and conducting of inservice training activities, including workshops and follow-up assistance to participants.

3. the preparation of a guide providing models for implementing metric measurement.

REGION VII

GRANTEE: University of Missouri-Kansas City
School of Education, Division for Continuing Education
5100 Rockhill Road
Kansas City, Missouri 64110

Phone: (816) 276-2235

PROJECT DIRECTOR: Dr. George E. Spear

TITLE OF PROJECT: Center for Resource Development in Adult Education - (Phase II)

GRANT NO. OEG-0-73-5215

AMOUNT OF GRANT: $219,088

GRANT PERIOD: 7/1/73 to 12/31/75

AREA SERVED: National

PROJECT DESCRIPTION:

This project is a continuation and expansion of work begun last year. Its objectives are:

1. to provide for the dissemination of training information, data, and materials to and among regional Staff Development Projects.

2. to provide assistance to projects and States in developing training needs studies.

3. to expand the established data bank; computerizing information and making it available to Adult Education planners and organizers.

4. to provide training program models as requested by Staff Development Projects.

5. to continue the collecting and reviewing literature.

6. to conduct dissemination and training seminars for staff development personnel.

7. to continue the work begun on competency based teacher education.

REGION IX

GRANTEE: University of Hawaii
Educational Research and Development Center
1776 University Avenue
Honolulu, Hawaii 96822

Phone: (808) 948-7905

PROJECT DIRECTOR: Dr. T. A. Ryan

TITLE OF PROJECT: Career-Based Adult Education in Corrections

GRANT NO. OEG-0-73-5219

AMOUNT OF GRANT: $50,000

GRANT PERIOD: 7/1/73 extended to 12/31/74

AREA SERVED: National

PROJECT DESCRIPTION:

During the past two years, this project has developed a model for career-based Adult Education in corrections. This six month extention will allow the project to meet the following objectives:

1. Complete the evaluation of the Adult Career Education in Corrections generalized planning model.

2. Synthesize the final version of the Adult Career Education in Corrections generalized planning model

3. Organize and edit supplemental materials to support the Adult Career Education planning model.

4. Organize and edit the final version of the Adult Basic Education in Corrections generalized planning model.

5. Convene an invitiational dissemination conference of State Directors of Adult Education, Staff Development Project Directors, U. S. Office of Education personnel.

6. Disseminate complete publications through mail, professional meetings, and related activities.

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APPENDICES

federal register

FRIDAY, DECEMBER 14, 1973

WASHINGTON, D.C.

Volume 38 ■ Number 240

PART III

APPENDIX A-1

THE NATIONAL ARCHIVES OF THE UNITED STATES • 1934 •

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

SPECIAL PROJECTS AND TEACHER TRAINING IN ADULT EDUCATION

Priorities for Fiscal Year 1974

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Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 167—SPECIAL PROJECTS AND TEACHER TRAINING IN ADULT EDUCATION

Appendix A—Priorities for Fiscal Year 1974

On pages 26788 and 26790 of the FEDERAL REGISTER of September 25, 1973, there was published a notice of proposed rulemaking to issue an Appendix A to the regulations contained in Part 167 of Title 45 of the Code of Federal Regulations (special experimental demonstration projects and teacher training in adult education). This appendix contained the proposed priorities for Fiscal Year 1974 preapplications and applications pursuant to section 309 of the Adult Education Act (20 U.S.C. 1201-1211). Interested persons were given 30 days in which to submit written comments, suggestions, or objections regarding the proposed regulations.

The following comments were submitted. After the summary of each comment, a response is set forth indicating changes which have been made in the regulations or the reasons why no change was deemed necessary or appropriate:

1. *Comment.* One commenter suggested that older adults be indicated as a group whose needs should receive "special consideration" in Fiscal Year 1974.

Response. It is not believed to be desirable nor appropriate to accord older adults a preference or a priority in the activities conducted under the section. However, program evaluations and reports confirm that the needs of that group should be more adequately addressed in 1974 than they have been in previous years. Consequently, the list of groups whose needs should be more adequately addressed in fiscal year 1974 has been expanded, by adding thereto an item (iv), making the list to read as follows:

(i) Those with a fourth grade or less capability in reading, writing, computational and communication skills;
(ii) Welfare recipients;
(iii) Rurally situated adults; and
(iv) Adults over the age of 45.

However, it should be emphasized that the above language does not stipulate that a priority for the enumerated groups should be reflected in all projects. Nor will those preapplications and applications which may reflect such a priority be granted a preference in the approval process. Instead, it is merely desired to emphasize that such adults are eligible constituencies, that in the past their needs appear to have been emphasized less than those of certain other eligible groups, and that they should, where practicable, be served equitably with other eligible groups. Consequently, the following clarification has been added at the end of the above-quoted list:

Of course the needs of other eligible groups should continue to be addressed.

2. *Comment.* Several other commenters suggested that a priority should be given to programs offering English as a second language and to programs providing training for persons preparing to engage as personnel in such programs.

Response. Program evaluations and reports indicate that somewhat fuller participation has been provided to such adults than has been provided, for example, to those groups of adults which are enumerated in paragraph (a)(1) of this Appendix. Furthermore, adults for whom English is a second language would tend to perform at those lower grade levels which have already been accorded a priority under the regulations. (See 45 CFR 116.12(b)). Finally, such adults can be appropriately served under any of the program priority areas which are outlined in the Appendix. For example, substantial numbers of such adults have participated in the national adult education staff development and the cultural and ethnic understanding programs. Therefore, it is believed that the needs of such individuals should continue to be addressed within the existing program priorities. Accordingly, no change has been made in Appendix.

3. Certain other minor technical and clarifying changes were also made in the Appendix.

After consideration of all comments, Part 167 of Title 45 of the Code of Federal Regulations is amended by adding at the end thereof an Appendix A, as set forth below.

Effective date. These regulations shall be effective December 14, 1973.

Dated: November 8, 1973.

JOHN OTTINA,
U.S. Commissioner of Education.

Approved: December 10, 1973.

CASPAR W. WEINBERGER,
Secretary of Health, Education, and Welfare.

(Catalog of Federal Domestic Assistance No. 13.401, Adult Education—Special Projects and No. 13.402, Adult Education—Teacher Training.)

As amended Appendix A is adopted to read as follows.

APPENDIX A

PRIORITIES FOR FISCAL YEAR 1974

This Appendix contains priorities for preapplications and applications only for fiscal year 1974. The priorities for future fiscal years will be published in the FEDERAL REGISTER and thereafter may be obtained from the Division of Adult Education, U.S. Office of Education, Washington, D.C. 20202. Projects proposed in accordance with these priorities are subject to applicable statutes, regulations and guidelines, including the Adult Education Act, the regulations contained in 45 CFR 167, and the appropriate guidelines. Preapplications and applications should indicate the priority and the special emphasis being addressed within the priority.

(a) *Special experimental demonstration projects.* Section 309(b) of the Adult Education Act authorizes the Commissioner to make grants for certain special experimental demonstration projects.

(1) *Appropriate adult population.* The Adult Education Act authorizes education services for adults with less than a high school education or the equivalent. This group encompasses a population of 66,500,000 adults 16 years of age or older. However, past experience and program evaluations and reports have indicated that the needs of the following groups should be more adequately addressed in fiscal year 1974:

(i) Those with a fourth grade or less capability in reading, writing, computational and communication skills;
(ii) Welfare recipients;
(iii) Rurally situated adults; and
(iv) Adults over the age of 45.

(2) *Program component needs.* In relation to the above populations, past experience and program evaluations also indicate remaining needs in two component areas:

(i) Recruitment and retention of participants in programs; and
(ii) Instruction, including
(a) prescribing learning activities to meet individual needs;
(b) fostering student participation in setting objectives and evaluating learning activities;
(c) evaluating the overall instructional program;
(d) diagnosing student learning needs;
(e) using adult basic education teachers to counsel adults; and
(f) using small group instruction.

It is hoped that preapplications and applications for fiscal year 1974 should when appropriate, specifically address the above groups and components. Of course the needs of other eligible groups should continue to be addressed.

(3) *Program priorities.* For fiscal year 1974, the Commissioner will accept preapplications and applications for special experimental demonstration projects in the following areas: adult career education; adult right to read effort; and improving State-administered adult education services. These program priorities are detailed below. Projects initiated under the program priorities of fiscal year 1973 may also be renewed, under circumstances which will be described below.

(i) *Adult career education.* Career education, in general, provides for the sequential development of occupational awareness, orientation, exploration, and specialization. Career education for educationally disadvantaged adults, particularly as distinguished from career education for children and youth, is in need of definition, development, and placement in the adult education program. Furthermore, adult career education programs offer a unique opportunity to combine adult education experimental and demonstration activities with vocational and technical and manpower development and training programs. Therefore, preapplications and applications addressing one or more of the following career education-related areas will be accepted:

(a) Demonstration projects involving approximately five employers, each of which would experiment with introducing models which have a common adult education component. Such models must involve 60 or more employees each, and be designed in concert with concerned employers and unions. The models must provide for modifications of the work and learning environments in specific ways to determine the effect of these changes on adult learning, job satisfaction, and, where appropriate, cost effectiveness;

(b) Demonstration projects which are jointly administered by a State education agency and some other State agency or projects which are jointly administered by a local adult educational agency (funded under a State-administered adult education program) and an appropriate municipal agency. These projects must develop

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model career education programs for educationally disadvantaged public service employees or potential employees by bringing together appropriate career education components including the development of career ladders within the participating agencies. An instructional materials package must be developed and validated. Competency-based instruction, utilizing specific objective performance standards, may be incorporated into the package. Current relevant materials should be analyzed prior to the development of the project, including ERIC materials and sign and materials should also be developed under Parts D and I of the Vocational Education Act. An example of the latter type of materials is "Dissemination of Career Education Materials for Summer of 1973." A plan for national distribution of the project design and materials should also be developed. Linkages with appropriate national, State, and local organizations should be established;

(c) Demonstration projects which experiment with supplementing a local adult education program which is funded under the State-administered adult education program with a model for adult career development. Such projects must provide needs assessment services and information on available careers, advice on educational and learning opportunities available, and placement assistance in new careers. The project may also link with skill centers, business, industry, unions, and community organizations and advise them on structuring new careers and sequential career-ladders and collaborate with them in developing educational opportunities designed to assure career opportunities and progression;

(d) A study of practices in industry which treat the employment structure itself as a part of an adult learning system. Such a project must survey and analyze a limited number of good examples in which the work environment and personnel policies and procedures have been structured to facilitate a program of adult learning and development. Criteria used by the applicant in evaluating such praactices must be specified. A state-of-the-art report of effective structures and practices might be the project outcome. Procedures and methodologies which were used and those which were abandoned by the applicant should be identified and analyzed in the final report on the project;

(e) Studies which analyze existing models of cooperative industry and State-administered adult education programs. These studies must identify four or five of the most successful joint programs. Each such program must be analyzed in depth and a comparative analysis would highlight common characteristics, differences, strengths and weaknesses. Emphasis should be placed on dissemination of the studies in order to encourage similar cooperative programs; and

(f) Studies which analyze several current industry- and labor-sponsored adult basic education programs which do not receive State or Federal assistance. Large amounts of money are spent by industry and unions on adult basic education. Public school adult education personnel need to know the current policies and practices of business and industry regarding adult education for employees with less than a high school education or its equivalent. After identifying and analyzing current practices, projects must be designed to create collaborative career education programs utilizing the adult education expertise of public education programs and the skills, instruction, and job training capabilities of industry and unions.

(ii) *Adult right to read effort.* (a) The experience of the past eight years of adult basic education, together with information compiled from surveys of State and local adult education directors, the analysis of various program reports, and evaluations of State-administered adult education programs lead to the following conclusions:

(1) State-administered adult education programs have not adequately addressed the needs of the hard-to-reach adult who either has not completed at least four years of formal schooling or who is not functioning at the fourth-year level;

(2) Curricula for this hard-to-reach group either have not been developed or, if developed, have failed to sustain the interest of this group;

(3) Reading materials in these curricula have failed to be of a level suitable for use with this group; and

(4) Males have been more difficult to recruit for State-administered adult education programs, especially those young males in large cities and those located in isolated rural areas.

(b) The emphasis of the adult basic education program is on the most severely impoverished, the most severely undereducated, the unemployed, and the underemployed. The development of programs to serve the needs of these persons remains one of the primary national objectives.

(c) To address this national objective and the above conclusions, the U.S. Office of Education will accept preapplications and applications for adult right to read programs which design and demonstrate adult basic education models which should include a majority of the following characteristics:

(1) Grade level structure 0–4;

(2) Motivation and recruitment provisions, including but not limited to the mass media, for attracting the young adult males and others of the target group;

(3) Curricula developed or to be tested which include reading, computational, communication, and social living skills. Emphasis should be on curricula for reading at the grade level 0–4 which has a high-interest level and is compatible with providing a remedial reading approach for grade level 0–4;

(4) Special program provisions for retaining the hard-to-reach adult once he enters the program. These provisions may involve special pre-service and in-service education programs designed specifically for teachers of the grade level 0–4 group;

(5) Special adult counseling programs designed to meet the particular needs of young adult males, minorities, and other adults functioning at grade level 0–4;

(6) Coordination with other Federal, State, and local adult education programs, particularly those seeking to reach the same target group;

(7) Coordination and cooperation with public library programs in reassessing the availability of appropriate reading materials for grade level 0–4 adults;

(8) Survey of the grade level 0–4 adult population in the area where the project is to be conducted;

(9) Controlled and non-controlled classes of the grade level 0–4 adult population;

(10) Pre- and post-testing of the target population with emphasis on informal, less structured testing methods and procedures;

(11) Formative and summative evaluation plans. Formative evaluation should provide information on a monthly basis for project modification, while summative evaluation data should provide evidence for determining the extent to which project goals or objectives have been accomplished; and

(12) Third-party evaluations to assess the overall planning and management of the program model.

Knowledge of the current activities and projected ten-year plan for the national right to read effort is essential.

(iii) *Improving State-administered adult education services.* Adult education services must be broadened in size and scope and made responsive to the needs and interests of adults as they perceive them. Furthermore, the advances in this direction made by State-administered adult education programs should be further disseminated, expanded, and coordinated with compatible efforts by agencies outside of the State and local educational agencies.

To address this national need, preapplications and applications for the following projects will be accepted:

(a) Projects which experiment with adding to a local program operated under a State-administered adult education program new supportive capabilities in assessing adult needs and in designing educational experiences to meet these needs. An example of such a project would be the creation of a community adult educational services unit. This unit would monitor the community to identify major problem areas (for example, specific types of crimes, unemployment, health, and inadequate community services), analyze how adult education and other community resources can contribute to solution of the problem areas, and design adult learning experiences accordingly. Such a project would also demonstrate new delivery systems which foster access of adults to these learning experiences. It may also experiment with allowing recipient groups to actually operate educational programs for their peers, calling upon professional help as necessary;

(b) Projects which experiment with adding to a local project operated pursuant to a State-administered adult education program new capabilities to link the project with business and industry. The primary objective of these projects must be to link the local adult educational program, business, industry, unions, employees, and other related community groups in a planned and targeted adult education program. Such a project might, for example, create business and industry liaison and planning units which will seek to utilize the predictable and unpredictable periods of idleness in industry. Lay-offs occasioned by model change-overs, plant remodeling, and supply shortages present periods of opportunity for targeted and relevant adult education. Such industry liaison and planning units might survey industry to ascertain planned and possible periods of idleness, industry's assessment of employee training needs, and the workers' and their families' learning interests. The units might design special learning programs for workers and their families during such periods of idleness. Since business and industry facilities are usually available during such periods of idleness, industry and union contributions to these learning efforts might be solicited.

(c) Projects which systematically exchange public school adult education administrators and practitioners with personnel from community agencies, industry, unions, and other identified organizations. The primary objective of such projects would be to provide adult educators with broadened experience of adult learner needs. A secondary objective would be to provide avenues of communication and community contact normally outside the organization experience of the public education system. Objectives for the community exchange personnel would be to give them experience with the public education system and its possible uses as a community resource in meeting adult needs. Such experience would correspondingly open to the exchange personnel new avenues of communication with the public education system.

(iv) *Renewals.* Preapplications and applications under section 309(b) of the Act will

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also be accepted in accordance with those fiscal year 1973 priorities (as described in the "Green Letter" announcing the fiscal year 1973 priorities) which have not been continued for fiscal year 1974. However, such preapplications and applications will only be accepted from those applicants who received grants under such discontinued priorities in fiscal year 1973 and will be reviewed on a competitive basis with all other applications under section 309(b) of the Act.

(20 U.S.C. 1208(b); 45 CFR 167.4(a), 167.7 (b).)

(b) *Teacher training programs.* Section 309(c) of the Act authorizes the Commissioner to make grants to provide training for persons engaged, or preparing to engage, as personnel in adult education programs designed to carry out the purposes of the Act.

(1) *National adult education staff development program.* It is anticipated that approximately nine national adult education staff development programs (which were started in fiscal year 1972 and continued in fiscal year 1973) will be continued in fiscal year 1974. The purpose of the programs is to establish a more effective means of providing quality in-service education for adult education personnel while at the same time developing more effective systems of preservice education. To continue this effort, the U.S. Office of Education will award grants for the conduct of the third year of the national adult education staff development programs. Applications are requested for the continuation of such programs.

(2) *Adult education program for cultural and ethnic understanding.* (i) Preapplications and applications will be accepted for adult education programs for cultural and ethnic understanding. The purposes of the programs will be to provide leadership development for representatives of minority groups and to sensitize teachers and administrators to the needs and values of culturally and ethnically different adults. A problem frequently encountered in the preparation of teachers and counselors for adult education programs is that of developing staff awareness of the unique problems encountered by the adult student. A specific problem is the social distance that exists between the adult students of varied ethnic and cultural backgrounds and many public school teachers. To work effectively with adult students with different social and cultural perspectives, teachers must have understanding and appreciation of the point of view of the adult student. Minorities must also be adequately represented in leadership positions in adult education.

(ii) To address this national need, preapplications and applications are requested for programs which are designed to accomplish one or more of the following:

(a) Identify leaders and potential leaders who are engaged in or preparing to become engaged in leadership roles in the growing variety of adult education programs. Leaders should be representative of women and of all segments of the minority population, including racial, ethnic, cultural, and social diversification within the adult education population;

(b) Provide effective cross-cultural training for teachers and administrators;

(c) Include the involvement and participation of the diverse minority groups represented in the adult education population in career development programs, along with majority group representation;

(d) Provide linkages with the national staff development programs as a direct strategy for incorporating programs for minority leadership development. This would serve as a first step in bringing minority leadership into State and local adult education systems. Emphasis should be placed on the involvement of teacher educators as strategic personnel in responding to the needs of minority groups;

(e) Provide linkages with other related special project activities to serve as a source of information of minority leaders and leadership development techniques, and to provide ideas for other projects; and

(f) Include the development and dissemination of such publications as are needed to incorporate ethnic and cultural understanding concepts into ongoing adult education programs.

(3) *Support programs for the national adult education staff development program.* The U.S. Office of Education will also accept preapplications and applications for programs that would provide direct support to the national adult education staff development program. Preapplications and applications must be written in cooperation with projects funded under the above regional staff development effort, and needs should be jointly identified. Identified needs must be national or multi-regional in nature, and programs must be designed to provide services that cannot feasibly be implemented by the individual regional staff development projects. Such support programs could, for example, identify national resources, disseminate relevant adult education personnel training information, or provide specialized training activities on a multi-regional or national basis.

(20 U.S.C. 1208(c); 45 CFR 167.4(b), 167.7 (c).)

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

WASHINGTON, D.C.

REGIONAL BOUNDARIES AND REGIONAL OFFICES

Region	I:	Boston, Mass.	Region	VI:	Dallas, Tex
	II:	New York, N.Y.		VII:	Kansas City, Mo.
	III:	Philadelphia, Pa.		VIII:	Denver, Colo.
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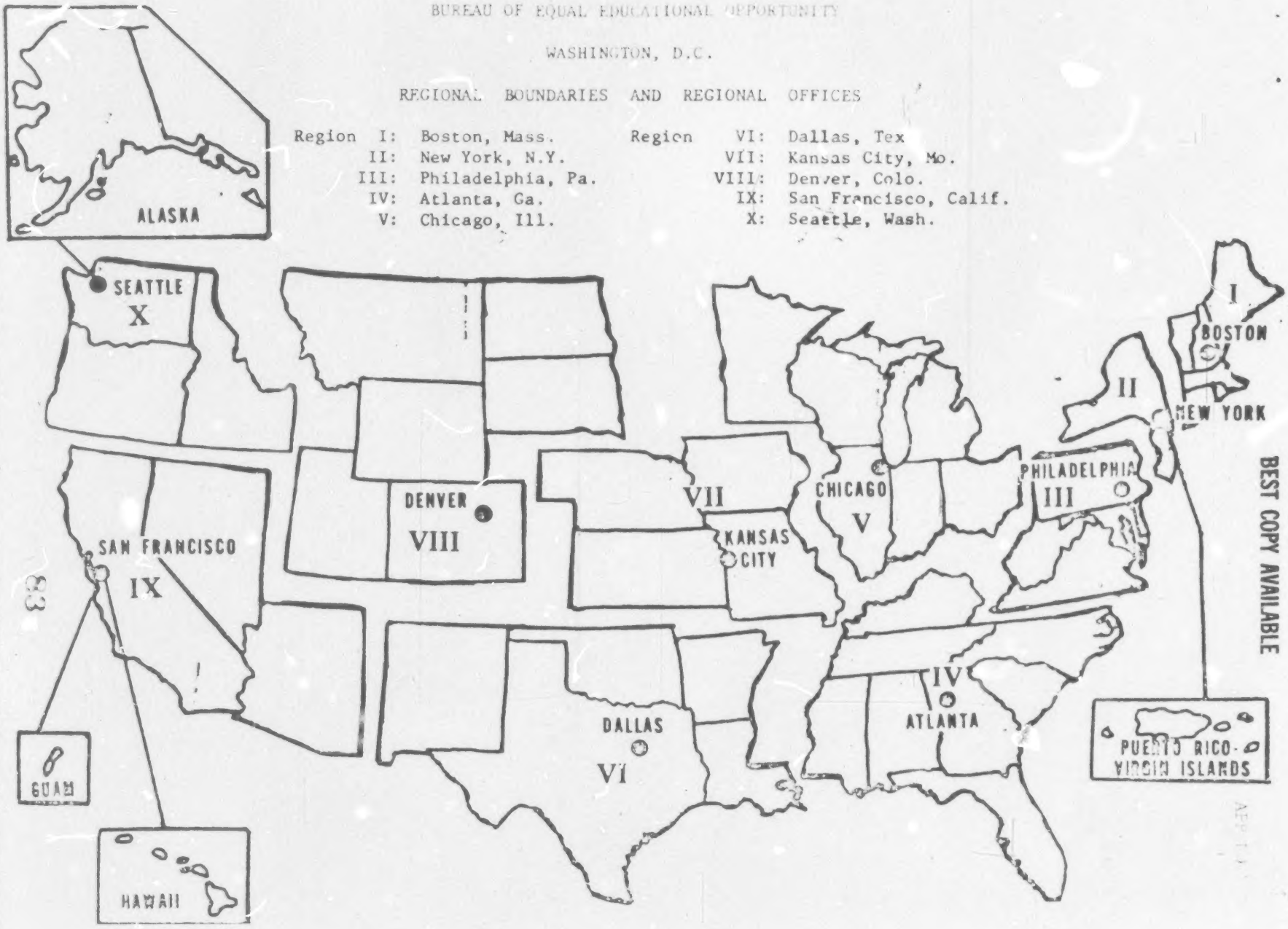

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ADULT EDUCATION REGIONAL PROGRAM OFFICERS

APPENDIX C

REGION I

Dr. Carroll Towey
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
John F. Kennedy Federal Building
Room 1309
Boston, Massachusetts
(617) 223-6814

REGION II

Dr. Grace H. Hewell
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
26 Federal Plaza
New York, New York 10007
(212) 264-4411

REGION III

Dr. Jack R. Grisham
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
P.O. Box 13716
3535 Market Street
Philadelphia, Pennsylvania 19101
(215) 597-1011

REGION IV

Mr. Ted B. Freeman
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
50 Seventh Street, N.E.
Room 545
Atlanta, Georgia 30323
(404) 526-5311

REGION V

Mr. M. Eldon Schultz
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
300 S. Wacker Dr., 32nd Floor
Chicago, Illinois 60606
(312) 353-6843

REGION VI

Mr. George H. Blassingame
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
1114 Commerce Street
Dallas, Texas 75202
(214) 749-2341

REGION VII

Vacant
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
601 E. 12th Street, Room 458
Kansas City, Missouri 64106
(816) 374-3976

REGION VIII

Dr. Roy B. Minnis
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
11037 Federal Office Building
19th & Stout Streets
Denver, Colorado 80202
(303) 837-4957

REGION IX

Mr. Raymond M. Lawrenson
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
Federal Office Building
50 Fulton Street, Room 351
San Francisco, California 94102
(415) 556-4504

REGION X

Mr. George Swift
Senior Program Officer
Adult Education Programs
U.S. Office of Education, DHEW
Arcade Plaza Building, MS-1507
1321 Second Avenue
Seattle, Washington 98101
(206) 442-0456

STATE DIRECTORS FOR ADULT EDUCATION

APPENDIX D-1

ALABAMA
Mr. Norman O. Parker
Coordinator, Adult Basic Education
State Dept. of Education
Montgomery, Alabama 36104
(205) 269-6306

ALASKA
Ms. Betty Williams
Program Officer, Adult Education
Alaska Dept. of Education
Pouch F, Alaska Office Bldg.
Juneau, Alaska 99801
(907) 465-2997

ARIZONA
Mr. James D. Showers
Director, Adult Education
Arizona State Dept. of Education
1535 West Jefferson Street
Phoenix, Arizona 85007
(602) 271-5281

ARKANSAS
Dr. Luther H. Black
Director, Adult Basic Education
Arkansas Dept. of Education
Arch Ford Education Bldg., Rm. 401W
Little Rock, Arkansas 72201
(501) 371-2263

CALIFORNIA
Mr. Roy W. Steeves
Acting Chief, Adult Education
Bureau of Adult Education
State Dept. of Education
721 Capitol Mall
Sacramento, California 95814
(916) 322-2175

COLORADO
Mr. John S. Brennan
Director, Adult Education
Division of Adult Education
Colorado State Dept. of Education
State Office Bldg., Room 420
Denver, Colorado 80203
(303) 892-2214

CONNECTICUT
Mr. John E. Ryan
Director, Adult & Continuing Educ.
State Dept. of Education
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-3825

DELAWARE
Mr. William G. Dix
State Supervisor, Adult Education
High School Extension Program
Dept. of Public Instruction
Townsend Building
Dover, Delaware 19901
(302) 678-4886

DISTRICT OF COLUMBIA
Mrs. Mary G. Turner
Director, Adult Education
D.C. Public Schools
Presidential Bldg., Room 1001
415 12th Street, N.W.
Washington, D.C. 20004
(202) 629-3432

FLORIDA
Mr. James H. Fling
Director
Adult and Veteran Education
State Dept. of Education
Tallahassee, Florida 32304
(904) 488-8201

GEORGIA
Dr. Russell S. Clark
Asst. Superintendent of Schools
Office of Adult & Vocational Educ.
State Dept. of Education
312 State Office Bldg.
Atlanta, Georgia 30334
(404) 656-2538

cc: Miss Margaret Walker
Coordinator, Adult Education
State Dept. of Education
156 Trinity Avenue, Room 304
Atlanta, Georgia 30334
(404) 656-2416

HAWAII
Mr. James LeVine
Administrator, Adult Education
Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804
(808) 548-5713

IDAHO
Mr. Harry Mills
Director, Adult Education
Idaho State Dept. of Education
506 North 5th Street
Boise, Idaho 83702
(208) 384-3330

ILLINOIS
Dr. Wayne E. Giles
Director
Adult Cont. Education Section
Office of Superintendent of
Public Instruction
316 South Second Street
Springfield, Illinois 62706
(217) 782-6978

INDIANA
Mr. Charles D. Walker
Director
Division of Adult and Cmty. Educ.
Indian State Dept. of Public Instr.
120 West Market
Indianapolis, Indiana 46204
(317) 633-6469

cc: Ms. Carlotta Anderson
Supervisor, Adult Basic Educ.

IOWA
Mr. Kenneth Russell
Chief, Adult Education
State Dept. of Public Instruction
Grimes State Office Bldg.
Des Moines, Iowa 50319
(515) 281-5251

KANSAS
Mr. Willard W. Lee
Director, Adult Education
Kansas State Dept. of Education
120 East 10th Street, Room 301
Topeka, Kansas 66612
(913) 296-3191

KENTUCKY
Mr. Ted Cook
Director
Adult Education Unit
Division of Interagency Relations
Bureau of Vocational Education
State Dept. of Education
Frankfort, Kentucky 40601
(502) 564-3924

LOUISIANA
Mrs. LaVerne Knotts
Director, Adult Education
Louisiana Dept. of Education
P.O. Box 44064, Capitol Station
Baton Rouge, Louisiana 70804
(504) 389-5806

MAINE
Mr. David S. McCullough
Director
Division of Adult Education
State Dept. of Educ. & Cultural Services
State Office Building
Augusta, Maine 04330
(207) 622-3367

MARYLAND
Mrs. Thelma M. Cornish
Coordinator, Adult Continuing Educ.
Maryland State Dept. of Education
Baltimore-Washington Internat'l Airport
P.O. Box 8717
Baltimore, Maryland 21240
(301) 796-8300 X464

MASSACHUSETTS
Mr. Harold S. McNulty
Director
Bureau of Adult Education and
Extended Services
State Dept. of Education
182 Tremont Street
Boston, Massachusetts 02111
(617) 727-5784

MICHIGAN
Dr. Mary T. Rogers
Director
Adult & Continuing Educ. Services
State Dept. of Education
P.O. Box 420
309 N. Washington Street
Lansing, Michigan 48902
(517) 373-3786

MINNESOTA
Mr. Sherwood W. Clasen
Coordinator, Adult Basic Education
State Dept. of Education
Room 679, Capitol Square Bldg.
550 Cedar Street
St. Paul, Minnesota 55101
(612) 296-4053

MISSISSIPPI
Mr. John Williams
Supervisor, Adult Education
State Dept. of Education
222 North President Street
Jackson, Mississippi 39205
(601) 354-6879

MISSOURI
Mr. Elvin Long
Director, Adult Education
State Dept. of Education
Jefferson Bldg., P.O. Box 480
Jefferson City, Missouri 65101
(314) 751-3504

MONTANA
Mr. William Cunneen
Supervisor, Adult Education
Office of the Supt. of Public Instr.
State Capitol Bldg.
Helena, Montana 59601
(406) 449-3082

NEBRASKA
Dr. Leonard R. Hill
Administrative Director
Adult Education Programs
State Dept. of Education
233 South Tenth Street
Lincoln, Nebraska 68508
(402) 471-2016

NEVADA
Mr. Jerry O. Nielsen
State Supervisor
Adult Basic Education
State Dept. of Public Instr.
Heroes Memorial Bldg.
Carson City, Nevada 89701
(702) 885-4465

NEW HAMPSHIRE
Mr. John E. Sideris
Consultant, Adult Basic Education
State Dept. of Education
64 North Main Street
Concord, New Hampshire 03301
(603) 271-2617

NEW JERSEY
Mr. Thomas Seraydarian
Director
Bureau of Adult Cont. Community Educ.
State Dept. of Education
P.O. Box 3181
3535 Quaker Bridge Road
Trenton, New Jersey 08619
(609) 292-6471

NEW MEXICO
Mr. Thomas Trujillo
Director, Adult Basic Education
New Mexico Dept. of Education
Capitol Building
Santa Fe, New Mexico 87501
(505) 827-2427

NEW YORK
Vacant
Director, Continuing Education
New York State Education Dept.
55 Elk Street, Room 311
Albany, New York 12234
(518) 474-5808

cc: Mr. Neil W. Carr
Supervisor
Unit Basic Cont. Education
(518) 474-8940

NORTH CAROLINA
Dr. Tom R. Dudley
Director, Adult Services
Dept. of Community Colleges
Room 185 Education Building
Raleigh, North Carolina 27611
(919) 829-7503

NORTH DAKOTA
Mr. Gordon Kendall
State Director
Adult Basic Education
Division of Continuing Education
University of North Dakota
Grand Forks, North Dakota 58201
(701) 777-2661

OHIO
Mr. James W. Miller
Assistant Director
Division of Federal Assistance
Adult Basic Education
Ohio State Dept. of Education
933 High Street
Worthington, Ohio 43085
(614) 466-8904

OKLAHOMA
Mr. Edward Olvey
Director, Adult Basic Education
Oklahoma Dept. of Education
State Capitol Complex
Oklahoma City, Oklahoma 73105
(405) 341-5186

OREGON
Mr. Clifford C. Norris
Specialist, Adult & Cont. Educ.
Division of Community Colleges
and Career Education
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310
(503) 378-3971

PENNSYLVANIA
Mr. Clair E. Troy
Acting Chief
Division of Continuing Education
Department of Education
Box 911
Harrisburg, Pennsylvania 17126
(717) 787-5532

RHODE ISLAND
Mr. William A. Farrell
Consultant, Adult Basic Educ.
State Dept. of Education
Roger Williams Building
Hayes Street
Providence, Rhode Island 02908
(401) 277-2691

SOUTH CAROLINA
Mr. J. K. East
Director, Office of Adult Educ.
State Dept. of Education
Room 209 Rutledge Bldg.
Columbia, South Carolina 29201
(803) 758-3217

SOUTH DAKOTA
Mr. George W. DeBow
Director, Adult Education
Division of Elementary and
Secondary Education
State Dept. of Public Instr.
222 W. Pleasant Drive
Pierre, South Dakota 57501
(605) 224-3447

TENNESSEE
Mr. Charles F. Kerr
Director, Adult Education
State Dept. of Education
111 Cordell Hull Bldg.
Nashville, Tennessee 37219
(615) 741-1921

TEXAS
Mr. Bob G. Allen
Director
Division of Adult & Cont. Educ.
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-3891

UTAH
Dr. Brent H. Gubler
Director, Adult Education
Utah State Board of Education
1400 University Club Bldg.
135 East South Temple
Salt Lake City, Utah 84111
(801) 328-5574

VERMONT
Mr. Carl D. English
Coordinator, Adult Basic Educ.
State Dept. of Education
State Office Building
Montpelier, Vermont 05602
(802) 223-8610 X3131

VIRGINIA
Vacant
Supervisor, Adult Education
State Dept. of Education
1322-28 E. Grace Street
Richmond, Virginia 23219
(804) 770-3180

WASHINGTON
Mr. Elmer E. Clausen
Director, Adult Education
State Dept. of Public Instr.
P.O. Box 527
Olympia, Washington 98501
(206) 753-6748 or 753-6657

WEST VIRGINIA
Mr. Lowell W. Knight
Supervisor
Adult Basic Educ. & Adult Courses
State Dept. of Education
Bldg. 6, Unit B-221
State Capitol Complex
1900 Washington Street, East
Charleston, West Virginia 25305
(304) 345-6318

WISCONSIN
Ms. Charlotte Martin
Supervisor, Adult Basic Education
Wisconsin Board of AVTE
Hills Farms State Office Bldg.
4802 Sheboygan Avenue
Madison, Wisconsin 53702
(608) 266-7992

WYOMING
Mr. Richard W. Rowles
Director, Adult Education
State Dept. of Public Instr.
State Capitol Bldg., Room 201
Cheyenne, Wyoming 82001
(307) 777-7411

AMERICAN SAMOA
Mr. David L. Lynn
Director of Education
Department of Education
Government of American Samoa
Pago Pago, American Samoa 96799
633-5144 - Office
633-4864 - Home

GUAM
Mr. Joe Francisco
Acting Consultant
Adult Basic Education Program
Department of Education
Government of Guam
P.O. Box DE
Agana, Guam 96910
772-8318

PUERTO RICO
Mr. Evaristo Eleutice
Asst. Sec'y for Extension Ed.
Department of Education
P.O. Box 1028
Hato Rey, Puerto Rico 00919
(809) 766-4011 or
764-1100 X229

VIRGIN ISLANDS
Mr. Dan Merenda
Director, Adult Education Program
Department of Education
P.O. Box 630
Charlotte Amalie
St. Thomas, Virgin Islands 00801
(809) 744-0100

TRUST TERRITORY
Mr. Fleix Rabauliman
Director, Adult Basic Education
Department of Education
Office of the High Commissioner
Trust Territory of the Pacific Islands
Saipan, Mariana Islands 96950
Phone: Saipan -9324